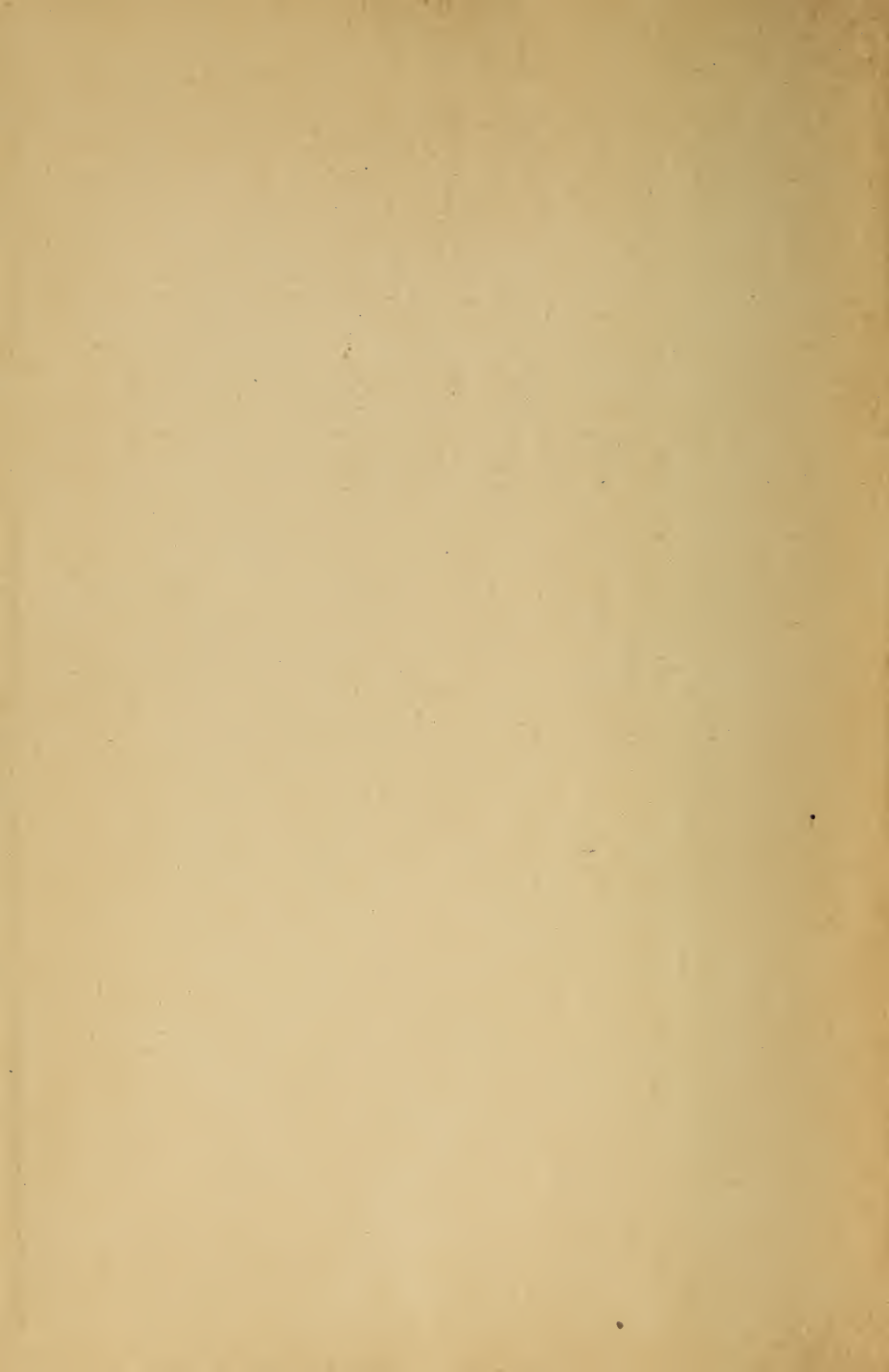


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Manual of Grammar

EVANS





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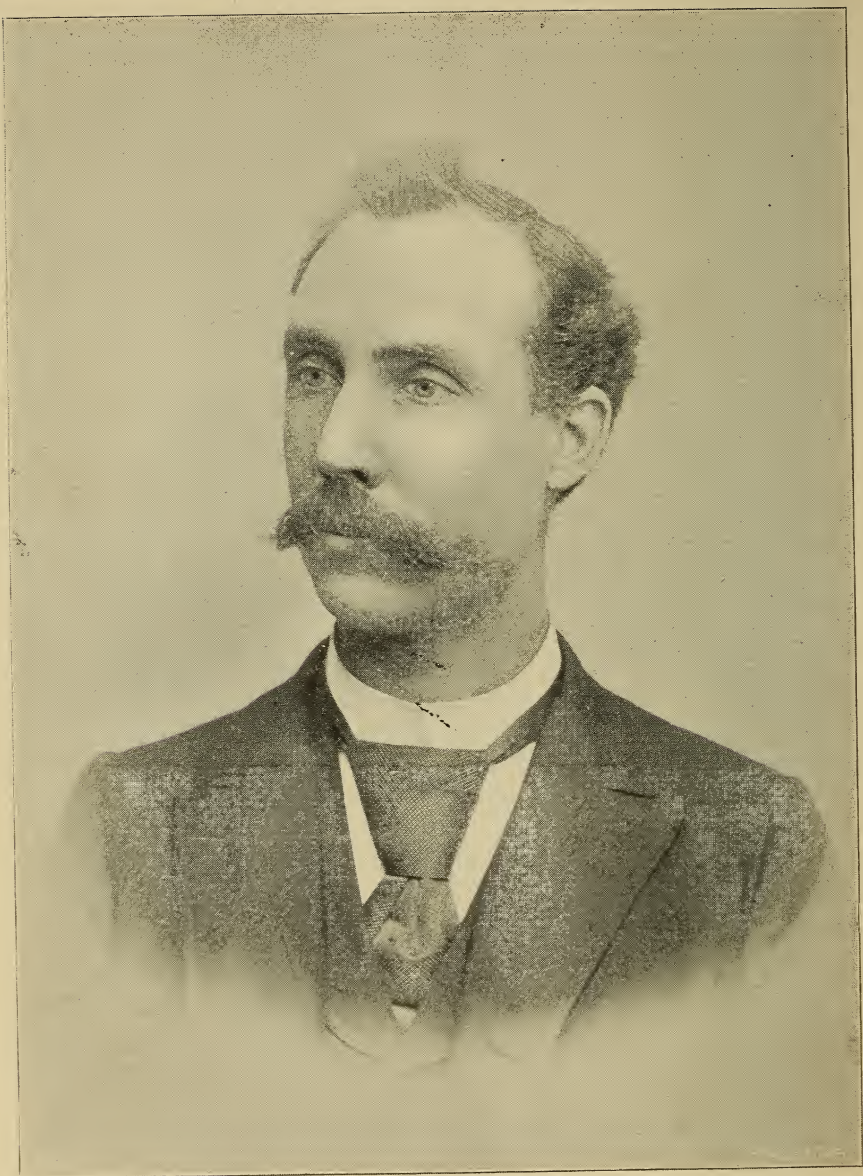
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J. W. Evans.

A

Manual of Grammar

BY

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PREFACE.

This work was prepared for the beginning and advanced grammar classes of the Western Normal College; yet it is just as well adapted to similar schools, and may be easily suited to public school work.

It is believed that the work is well arranged for the Common School Course of Study. Part I., intended for those who have completed the language book, and are ready to begin elementary grammar, should be studied during the fifth and sixth years; it is a thorough preparation for Part II.

After leaving school, the average student rarely needs to use his knowledge of grammar, except in the construction of sentences; hence every means should tend to this end. Sentences that are worn out; as, *John struck James*, *Dogs bark*, and *Horses run*, should not be used, but, in their stead, the student should use sentences that give information; as, *James K. Polk was called Young Hickory*; *Illinois alone, of all the states, has no public debt*; and *The precise number of bones in the human body varies in different periods of life*. Thus the sentences become trebly valuable: first, the required grammatical constructions are filled; second, the student learns to use his knowledge gleaned from other fields; third, the combined efforts of the students render the once dry grammar class a source of information on many subjects.

In part II., the student is furnished examples from good literature, and he is urged to fill these constructions from his own reading. The student is thus freed from unnatural restrictions, he learns the styles of eminent writers, and he is given all the freedom the great authors have deemed it wise to allow.

The dictionary must be a constant companion of the student of grammar.

W. M. E.

PART I.

I.

1. **A sentence** is the expression of a thought in words.

No state can grant any title of nobility.

Was Johnson impeached?

Give us this day our daily bread.

How time flies !

2. **A declarative sentence** makes a statement.

The human body contains more than four hundred muscles.

Wellington commanded the army that defeated Napoleon at Waterloo.

Aluminium is a remarkably light metal.

3. **An interrogative sentence** asks a question.

4. **Observation.**—Sentences are made interrogative in two ways, by the use of the interrogative words, *who, which, what, when, where, why, how*; and by the position of words.

Who was hailed as "The Washington of the Seas?"

Why did Saul consult the witch of Endor?

Is not most of the nickel used for coining obtained in Missouri?

5. **An imperative sentence** is in the form of a command.

Go forth under the open sky, and list to nature's teaching.

Let us then be what we are and speak what we think.

Behold an emblem of thy life.

6. **An exclamatory sentence** expresses an exclamation.

What wonderful inventions have been made !

How manifold are the works of God !

With what powers God has made us !

7. Write five declarative sentences.

8. Write five interrogative sentences.

9. Write five imperative sentences.

10. Write five exclamatory sentences.

II.

1. The subject of a sentence names that of which something is thought.

The mantle of Elijah fell upon Elisha.

In what state is the center of population of the United States?

How frail are our lives!

2. **Observation.**—The subject of an imperative sentence is usually omitted.

3. The predicate of a sentence tells what is thought.

Thomas H. Benton was called "The Father of the United States Senate."

What state first founded an asylum for the deaf and dumb?

Young man, keep your record clean.

What a responsibility rests upon each individual!

4. Write five declarative sentences; draw one line under each subject and two lines under each predicate.

5. Write five interrogative sentences, and underline as in point 4.

6. Write five imperative sentences, and underline as in point 4.

7. Write five exclamatory sentences, and underline as in point 4.

III.

1. **A noun** is a name.

Ralph Waldo Emerson is America's most distinguished essayist.

New Jersey is the first state in the Union in the manufacture of silk.

2. **A common noun** applies to any of a class.

What American woman devoted herself to the care of the sick and wounded soldiers during the siege of Rome, 1849?

Puget Sound, one of the most magnificent bodies of water in the world, is in the state of Washington.

3. **A proper noun** applies to a particular individual only.

Thomas Jefferson was born in Virginia.

Mercury is nearer the sun than Venus is.

The Apostle Islands of Lake Superior belong to Wisconsin.

4. Write five sentences, and underline the nouns.

5. Write five sentences, and draw one line under the common nouns and two under the proper nouns.

IV.

1. A pronoun stands for a noun.

Longfellow is an American poet; *he* wrote the Psalm of Life.

What is man that *thou* art mindful of *him* ?

Who said, "Cæsar had *his* Brutus, Charles I. *his* Cromwell, and George III. may profit by *their* example?"

2. Write five sentences, each containing one or more pronouns. Underline the pronouns.

V.

1. An adjective modifies the meaning of a noun or pronoun.

2. Adjectives modifying nouns.

John Milton was AN EPIC poet.

WHAT state furnished MORE soldiers for THE Civil War than it had voters?
In WHICH state is THE GEOGRAPHICAL center of THE United States ?

3. Adjectives modifying pronouns.

Jesus loves EVEN me.

He ONLY is BRAVE who dares to do right.

We ALL fade as a leaf.

Paris took Helen, the wife of Menelaus, because *she* was BEAUTIFUL.

4. Write five sentences, each containing one or more adjectives modifying nouns. Draw two lines under the adjectives and one under the nouns which the adjectives modify.

5. Write five sentences, each containing one or more adjectives modifying pronouns. Draw two lines under the adjectives and one under the pronouns which the adjectives modify.

VI.

1. A verb expresses action or being.

The New Testament *represents* Martha as a model housekeeper.

What state *lies* between Pennsylvania and Indiana ?

George B. McClellan *was called* "The Young Napoleon."

John Hancock *said*, when he *signed* the Declaration of Independence, "The British Ministry *can read* that name without spectacles; *let* them double their reward."

2. Write five sentences, each containing one or more verbs, and underline the verbs.

VII.

1. **An adverb** modifies the meaning of a verb, an adjective, or an adverb.

2. **Adverbs modifying verbs.**

In the drama of life, each should *act* WELL his part.

Many Europeans *come* HERE to seek wealth.

Begin NOW to prepare for your life work.

3. **Adverbs modifying adjectives.**

The winters in Alaska are QUITE severe.

The air at the summit of Mt. Everest is so rare that animal life could not exist there.

Andrew Jackson had REMARKABLY stern qualities.

How busy are the wheels of commerce !

4. **Adverbs modifying adverbs.**

The love of liberty in the American people showed itself VERY early.

Cromwell dismissed the Long Parliament RATHER abruptly.

Most of the polar expeditions are SOMEWHAT rashly planned.

The swift passenger trains of to-day run TOO fast for safety.

5. Write five sentences, each containing an adverb modifying a verb.

6. Write five sentences, each containing an adverb modifying an adjective.

7. Write five sentences, each containing an adverb modifying an adverb.

VIII.

1. **A preposition** is a word which connects a noun or pronoun, in an adjective or adverbial sense, with some other word.

2. **A prepositional phrase** consists of the preposition and the noun or pronoun connected in the adjective or adverbial sense.

3. **Prepositional phrases** are, therefore, of two kinds, *adjective* and *adverbial*.

4. **An adjective phrase** is used as an adjective.

Who destroyed the brazen serpent, a *relic* OF THE WILDERNESS ?

How large is the *man* IN THE MOON ?

A *city* ON A PLATEAU is usually healthful.

5. An adverbial phrase is used as an adverb.

De Soto *died* OF A FEVER.

Florida *was settled* IN 1565.

What prophet *was let* down BY CORDS INTO A DEEP DUNGEON ?

6. Observe that the noun or pronoun of the phrase may have modifiers.

7. Write five sentences, each containing an adjective phrase.

8. Write five sentences, each containing an adverbial phrase.

IX.

1. A conjunction connects sentences or parts of sentences.

2. Conjunctions connecting sentences.

Napoleon was a great general, BUT he was finally overthrown.

Cæsar was thrice presented a kingly crown, AND he thrice refused it.

The world will grow better IF we do our part.

3. Conjunctions connecting parts of sentences.

What king *was bound* with fetters of brass AND *carried* away to Babylon ?

In order to succeed, we must have EITHER *shrewdness* OR *perseverance*.

NEITHER *time* NOR *tide* waits for us.

4. List of the principal conjunctions.

and,	for,	still,
also,	if,	since,
as well as,	inasmuch as,	though,
as,	lest,	that,
although,	nevertheless,	than,
because,	notwithstanding,	unless,
but,	nor,	whether,
else,	neither,	whereas,
either,	or,	yet.
except,	provided,	

5. Correlative conjunctions are those which are used in pairs ; as,

both and,	either or,	neither nor,
whether or,	if then,	though yet.

6. Select five conjunctions from the above list, and use them in sentences.

X.

1. **An interjection** expresses emotion.

Pshaw! a man would as well try to fly to the moon as to try to control the weather.

Thou, too, sail on, *O Ship of State!*

Alas! and did my Savior bleed.

2. List of the principal interjections.

ah,	ha,	heigho,
alas,	ho,	heyday,
adieu,	halloo,	hail,
alack,	hello,	O,
avaunt,	hurrah,	oh,
aha,	huzzah,	poh,
bravo,	hist,	pooh,
fudge,	humph,	pshaw,
fie,	hush,	tush.

3. Select five interjections from the above list, and use them in sentences.

XI.

1. It should be observed from the preceding work that there are eight **parts of speech**; *noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.*

2. Write ten sentences, each containing not fewer than ten words, and each containing every part of speech, except it be the interjection.

XII.

1. **The properties of the noun and the pronoun** are *person, number, gender, and case.*

2. **Person** tells whether the speaker, that which is spoken to, or that which is spoken of is meant.

3. Nouns have three persons, the *first*, the *second*, and the *third*.

4. **The first person** denotes the speaker; the **second person**, that which is spoken to; the **third person**, that which is spoken of.

5. **Number** shows whether one or more than one is meant.

6. **The singular number** denotes but one ; as,
 boy, apple, desk.

7. **The plural number** denotes more than one ; as,
 boys, apples, desks.

8. Most nouns form their plurals by adding *s* or *es* to the singular ; as,

church, churches ; dog, dogs ; halo, halos ;
 chimney, chimneys ; fox, foxes ; tomato, tomatoes.

9. Nouns ending in *y* preceded by a consonant form their plurals by changing *y* to *ies* ; as,

ally, allies ; lady, ladies ;
 fairy, fairies ; pony, ponies.

10. Some nouns ending in *f* or *fe* form their plurals by changing this ending to *ves* ; as,

beef, beeves ; wife, wives.

11. Letters, figures, marks, and signs form their plurals by adding the apostrophe and *s* ('s) ; as,

2, 2's ; 1, 1's ; —, —'s.

12. Compound nouns usually pluralize the base ; as,

brother-in-law, brothers-in-law ;
 Knight Templar, Knights Templars ;
 stepson, stepsons.

13. Write the plural of each of the following nouns :

alley,	domino,	hero,
box,	dish,	hoof,
bottle,	frog,	proof,
buffalo,	folio,	piano,
book,	gulf,	potato,
calico,	glass,	roof,
dwarf,	horse,	staff.

14. Write ten nouns ending in *y* preceded by a consonant, each followed by its plural.

15. Write ten nouns ending in *f* or *fe*, each followed by its plural, ending in *ves*.

16. Write the plural of each of the following compound nouns :

aid-de-camp,	father-in-law,	man-of-war,
attorney-general,	forget-me-not,	mouthful.

17. **Irregular plurals.**

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Child,	children.	Mouse,	mice.
Foot,	feet.	Ox,	oxen.
Goose,	geese.	Tooth,	teeth.
Louse,	lice.	Woman,	women.
Man,	men.		

XIII.

1. Some nouns have two plurals ; as,
 brother, brothers (by blood),
 brethren (of the same society).
 cannon, cannons (individuals),
 cannon (collection).

2. Write the two plurals of each of the following nouns, and tell when each form should be used :

die,	head,	sail,
fish,	index,	shot.
foot,	penny,	

3. Nouns that have the same form in both numbers :

alms,	gross,	sheep,
bellows,	grouse,	species,
corps,	odds,	series,
deer,	swine,	vermin.

4. Use *is* or *are*, *was* or *were*, *runs* or *run*, in each of the following blanks :

1. This deer.....a beautiful creature.
2. These sheepin our field yesterday.
3. A corps.....a body of troops.
4. A geometrical series.....the one to be used.
5. The swine.....ugly.
6. Alms.....given to the beggars.

5. The following nouns have the same form in both numbers when used with numerals :

couple,	pair,	yoke.
dozen,	score,	

6. Use one of the above words in filling each of the following blanks :

1. There were forty.....at the party.
2. He bought six.....eggs.
3. How many.....of shoes have you? I have two
.....of shoes.
4. He is three and ten years old.
5. Two.....of oxen were sold at the sale.

7. These nouns have no plural :

hydraulics,	politics,	mechanics,
news,	mathematics,*	molasses.

[*Also other names of sciences ending in *ics*.]

8. Use *is* or *are*, *was* or *were*, in each of the following blanks :

1. Mathematics.....an excellent branch to develop
the mind.
2. This molasses.....sorghum.
3. What.....the news?
4. What.....your politics?

9. These nouns have no singular :

ashes,	manners,	scissors,
clothes,	nippers,	tidings,
cattle,	remains,	tongs,
hysterics,	riches,	victuals.

10. Use appropriate verbs in each of the following blanks :

1. The ashes.....in the stove.
2. Ashes.....a plural noun.
3. The cattle.....in the pasture.
4. His clotheswell.
5. He doesn't know what good manners
6. The remainstaken to the cemetery.
7. Riches.....wings and fly away.
8. The scissors.....well.
9. The tongs.....near the fireplace.
10. What.....the tidings?
11. The victuals.....well cooked.

11. Use *a*, *an*, *this*, and *that* before nouns in the singular ; use *these* and *those* before nouns in the plural ; use *the* before nouns in either number.

12. A verb sometimes changes its form on account of the person and number of its subject.

XIV.

1. Review the following points :

1. Kinds of sentences.
2. Kinds of nouns.
3. The pronoun.
4. The adjective as a modifier.
5. The adverb.
6. The preposition and the prepositional phrase.
 1. Adjective phrase.
 2. Adverbial phrase.
7. The conjunction.
8. The interjection.
9. Number.
 1. Regular plurals.
 2. *Y* preceded by a consonant.
 3. *F* or *fe*.
 4. Letters, figures, and signs.
 5. Compound nouns.
 6. Nouns with irregular plurals.
 7. Nouns with double plurals.
 8. Nouns that have the same form in both numbers.
 9. Nouns that have no plural.
 10. Nouns that have no singular.

XV.

1. **Complex nouns** pluralize the title ; as,
- | | |
|-----------------|-------------------|
| Mr. Winter, | Messrs. Winter ; |
| Master Winters, | Masters Winters ; |

Mrs. Daniel,	Mesdames Daniel ;
Miss Daniels,	Misses Daniels.

2. Many **foreign nouns** retain their foreign plurals ; as,
- | | |
|--------------------|------------|
| analysis, | analyses ; |
| genus, | genera ; |
| genius (ge-ni-us), | genii ; |
| vertebra, | vertebrae. |

3. Write the foreign plurals of each of the following nouns, and notice carefully the English plurals of all that have such.

axis,	crisis,	memorandum,
basis,	diaeresis,	oasis,
beau,	ellipsis,	parenthesis,
bandit,	focus,	radius,
cherub,	formula,	vertebra.

4. **Gender** expresses the sex of the object named.

5. **The masculine gender** expresses the male ; as,

Augustus,	brother-in-law,
boy,	czar.

6. **The feminine gender** expresses the female ; as,

Augusta,	sister-in-law,
girl,	czarina.

7. Write the feminine of each of the following nouns :

baron,	governor,	marquis,
count,	hart,	peacock,
David,	hero,	prince,
duke,	host,	shepherd,
Francis,	Jesse,	wizard.

8. For more extended lists of foreign nouns and gender nouns, see Part II. of this work.

XVI.

1. **Case** shows the relations of nouns and pronouns to other words.

2. **The nominative case** is used for several relations.

3. **Nominative subject.**

KING CANUTE *was* a Dane.

WHITTIER *wrote* Snow Bound.

ESTHER *saved* the lives of all the Jews in the Persian empire.

4. **Nominative in apposition.**—A noun or pronoun, explaining another noun or pronoun, denoting the same person or thing, is in the same case, in *apposition*, as the noun or pronoun which is explained.

Webster, the ORATOR, gave us many excellent sentiments.

Tennyson, the POET, wrote *Enoch Arden*.

Hagar, the MOTHER of Ishmael, is the first person mentioned as weeping.

5. Write five sentences, each containing a noun as nominative subject.

6. Write five sentences, each containing a noun, nominative in apposition.

XVII.

1. **The object of a verb** names that which receives the act.

2. **A transitive verb** requires an object.

Cæsar CONQUERED *Gaul*.

The English FOUNDED *Jamestown*.

Sarah PREPARED a *meal* for three angels.

3. **An intransitive verb** does not require an object.

The days *go* swiftly by.

The leaves *lie* on the ground in autumn.

In what state *are* the Picture Rocks of Lake Superior?

4. **Observation.**—The verb *be* and all its forms, *am*, *is*, *are*, *was*, *were*, *being*, *been*, are intransitive.

5. **An active verb** shows action of its subject.

Washington DEFENDED his country.

Morse INVENTED the telegraph.

Jesus WAS RESTING at Jacob's well when the Samaritan woman CAME.

6. **A passive verb** shows its subject as acted upon.

John WAS BANISHED to the Isle of Patmos.

Ralph Waldo Emerson IS CALLED "The Sage of Concord".

7. A noun or a pronoun, following an intransitive or a passive verb, takes the same case as the subject, when both words refer to the same thing.

1. **Following intransitive verbs.**

The Quakers *are* usually honest PEOPLE.

Gladstone *remains* a STUDENT.

Arnold *became* a TRAITOR.

2. Following passive verbs.

A human being that eats human flesh *is called* a CANNIBAL.

Nero *was regarded* as a TYRANT.

Frederick Douglas *was appointed* MARSHAL of the District of Columbia by President Hayes.

8. **Observation.**—The nouns, *people, student, traitor, cannibal, tyrant, marshal*, are said to be *nominative in predicate*.

9. A noun that represents the person directly addressed is put in the *nominative case by direct address*.

Cæsar cried, "Help me, *Cassius*, or I sink."

My *son*, give me thine heart.

Jesus sayeth unto her, "*Woman*, why weepest thou?"

10. Write five sentences, each containing a noun, nominative in predicate.

11. Write three sentences, each containing a noun in the nominative case by direct address.

XVIII.

1. Possession is expressed by the **possessive case**; as,

VICTORIA'S *reign* has been one of the best that England has ever had.

GRANT'S *name* will ever be remembered.

Which of CHRIST'S *disciples* committed suicide from remorse?

2. Write three sentences, each containing a noun in the possessive case.

3. Steps for writing nouns in the possessive case :

1. Write the word in the proper number.

2. Add the apostrophe (').

3. Add *s* to all nouns in the singular, and to plurals not ending in *s*.

4. Write the possessive of the following :

countess,

children,

corps,

deer,

Frances,

horses,

hero,

heroes,

horse,

James,

Louis,

Mr. Winters,

Messrs. Winters,

mouse,

mice,

Moses,

Ross,

stepson,

stepsons,

sister-in-law,

sisters-in-law,

sheep,

William,

woman,

women.

5. Write five sentences, each containing a singular possessive.
6. Write five sentences, each containing a plural possessive.

XIX.

1. **The object of a verb is in the *objective case*.**

Fulton *invented* the STEAMBOAT.

Pemberton *surrendered* VICKSBURG.

Who *gave* NAMES to all the animals?

2. **The object of a preposition is in the *objective case*.**

Spurgeon was a man *of* POWER.

William the Conqueror died *in* SORROW.

Who built the first great temple *at* JERUSALEM?

3. Write five sentences, each containing a noun that is the object of a verb.

4. Write five sentences, each containing a noun in the objective case, object of a preposition.

XX.

1. Verbs of *making, choosing, calling, regarding*, and the like, may be followed by two **objectives of the same person or thing**.

The people *made* YATES GOVERNOR.

We *chose* WASHINGTON PRESIDENT.

Paul *calls* TIMOTHY his dearly beloved SON in the faith.

Who *appointed* BRIGHAM YOUNG GOVERNOR of Utah?

2. Verbs of *giving, making, teaching, telling, showing, asking*, and the like, may be followed by two objectives—one of the person and the other of the thing: the former is called a **dative**, or **indirect object**, the latter is a *direct object* of the verb.

Queen Victoria gave GEORGE PEABODY her ivory *portrait* valued at \$25,000.

What king gave ABRAHAM *bread and wine*?

Abel offered GOD a more acceptable *sacrifice* than his brother Cain did.

3. Write sentences, using some form of each of the above

verbs, followed by two nouns of the same person or thing, in the objective case. Underline the two objectives.

4. Write five sentences, each containing two nouns, one of which is a dative; the other a direct object. Draw two lines under each dative and one under each direct object.

XXI.

1. Nouns which express *measure* or *direction* may be used like adverbs to modify verbs, adjectives, and adverbs. These nouns are called **adverbial objectives**.

2. **Adverbial objectives modifying verbs.**

The World's Fair at Chicago *lasted* six MONTHS.

At Niagara Falls, the water *descends* one hundred sixty FEET.

A bushel of coal *weighs* eighty POUNDS.

3. **Adverbial objectives modifying adjectives.**

The moon is 4,000 MILES *nearer* when on the zenith than when on the horizon.

Shakespeare was fifty-two YEARS *old* when he died.

Washington's monument is 555 FEET *high*.

4. **Adverbial objectives modifying adverbs.**

Homer lived many CENTURIES *ago*.

The moon rises, on the average, 50 MINUTES *later* each night.

Death usually comes YEARS *sooner* than we expect it.

5. Write five sentences, each containing an adverbial objective modifying a verb.

6. Write five sentences, each containing an adverbial objective modifying an adjective.

7. Write five sentences, each containing an adverbial objective modifying an adverb.

XXII.

1. A **personal pronoun** expresses grammatical person; as, *I*, for the first; *you*, for the second; *he*, for the third.

2. The **simple personal pronouns** are: *I*, *you* (solemn, *thou*), *he*, *she*, and *it*, with their inflections, or changes.

3. **Declension** is the inflection to show difference of number and case.

4. Declension of the simple personal pronouns.

FIRST PERSON.			SECOND PERSON.	
<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
Nom. I,	we,		thou,	ye, you,
Poss. my, mine,	our, ours,		thy, thine,	your, yours,
Obj. me,	us.		thee,	you.
THIRD PERSON.				
<i>Singular.</i>			<i>Plural.</i>	
<i>Masc.</i>	<i>Fem.</i>			
Nom. he,	she,	it,	they,	
Poss. his,	her, hers,	its,	their, theirs,	
Obj. him,	her,	it,	them.	

5. **The compound personal pronouns** are formed by adding *self* or *selves* to the possessive of the first and second simple personal pronouns, and to the objective of the third simple personals. The compound personals have the same form for the nominative and the objective, but are never in the possessive.

6. Declension of the compound personal pronouns.

FIRST PERSON.		
<i>Singular.</i>		<i>Plural.</i>
Nom. and Obj. myself, ourself,		ourselves.
SECOND PERSON.		
Nom. and Obj. thyself, yourself,		yourselves.
THIRD PERSON.		
Nom. and Obj. {	Masc. himself,	themselves.
	Fem. herself,	
	itself,	

7. Learn the above declensions.

8. The masculine forms *he*, *his*, *him*, are used to refer to persons of either sex, or to conceal the sex of the person referred to ; as,

Tell each pupil that *he* must do *his* own work.
Every person must take pride in *his* loyalty to duty, if *he* expects others to respect *him*.

9. Fill each blank with a pronoun of the third person, singular number :

1. Every one should attend to.....own business.
2. Each pupil knows how to prepare.....lesson.

3. No one knows what may happen to.....
4. Each of the pupils has.....part of the work.
5. Every person must pay.....taxes.

XXIII.

1. **The personal pronouns** *mine, ours, thine, yours, his, hers, and theirs* have sometimes been called *possessive pronouns*, on account of their peculiarity in representing both the name of the possessor and the name of the thing possessed. It is better to think of these words simply as personal pronouns in the possessive case than to make a new class of pronouns. *Mine, thine*, etc., are equivalent to *my, thy*, etc., with whatever noun has been omitted; as, *my owning, my possessing, my liking, my choosing*, or whatever the sense demands.

What one has made a part of himself is *his*.

A friend of *mine* has claims upon me.

This world of *ours* is still improving.

2. Personal pronouns as nominative subjects.

Henry M. Stanley was an African explorer; *HE was sent* to find Dr. David Livingstone.

So great were the services of Clara Barton in caring for the soldiers, that *THEY called* her "The Angel of the Battlefield".

Maria Mitchell may be said to stand at the head of the scientific women of America; *SHE has done* a wonderful work.

3. Personal pronouns in apposition.

We OURSELVES must Pilgrims be.

He HIMSELF entered into the synagogue, and reasoned with the Jews.

Though many people rail against fate, the fault lies with *them THEMSELVES*.

4. Personal pronouns, nominative in predicate.

Though Robert E. Lee was a great general, it *was HE* who lost the battle of Gettysburg.

Christ said, "It *is I*; be not afraid."

The United States is truly a government of the people, by the people, and for the people; since it *is THEY* who are responsible for its welfare.

5. Personal pronouns in the possessive case.

Who received from *HIS soldiers* the sobriquet of "Rough and Ready"?

Frances Willard has spoken in every town of 10,000 inhabitants in the United States; *HER work* will long be remembered.

6. Personal pronouns, objects of verbs.

The more we know of Major John Andre, the less we *censure HIM*.

Though we do much for our parents, we can never fully *repay* THEM.
We must *respect* OURSELVES, if we expect others to *respect* US.

7. Personal pronouns, objects of prepositions.

Alexander Hamilton was the first secretary of the United States; we are indebted *to* HIM for much of our present greatness.

Jesus said of Mary, "She hath chosen that good part that shall not be taken away *from* HER."

If we are frank with our friends, they will usually be frank *with* US.

8. Personal pronouns in the dative objective.

At the request of a maiden, Herod *gave* HER the head of John the Baptist. Garfield said, "Ideas are the great warriors of the world"; and he *has furnished* US many such warriors.

Frederic Froebel, the author of the kindergarten system, was a great lover of children; hence he *did* THEM much good.

9. Write five sentences, each containing a personal pronoun, subject of a verb.

10. Write five sentences, each containing a personal pronoun, in apposition with a personal pronoun.

11. Write five sentences, each containing a personal pronoun, nominative in predicate.

12. Write five sentences, each containing a personal pronoun in the possessive case.

13. Write five sentences, each containing a personal pronoun, object of a verb.

14. Write five sentences, each containing a personal pronoun, object of a preposition.

15. Write five sentences, each containing a personal pronoun in the dative objective case.

XXIV.

1. A **relative pronoun** represents a noun or pronoun to which it joins a subordinate sentence.

The *person* **who** tries will improve.

Pembina, **which** is the most northern city in the United States, is in North Dakota.

Solomon was the wisest *man* **that** ever lived.

James Monroe was president during **what** was known as "The Era of Good Feeling".

2. The **simple relative pronouns** are *who*, *which*, and *that*.

3. *Who* refers to persons, *which* to things, and *that* to either persons or things.

4. **Relative pronouns** agree with their antecedent nouns in person and number; this should be carefully observed when the relative is a subject.

The *foreigner* **who** *has been* in our country but a short time wants to get his hand on the lever of the government.

Tecumseh is one of the oldest Indian *warriors* **that** *have come* to our notice.

I **who** *am* the architect of my own fortune should plan it well.

5. **The compound relative pronouns** are *whoso*, *whoever*, *whosoever*, *whichever*, *whichsoever*, *what*, *whatever*, and *whatsoever*.

6. **The relative pronouns** never change their forms for person, number, or gender, and *who* and *whosoever* are the only ones that change their forms for case.

Nom. who,	whosoever,
Poss. whose,	whosoever,
Obj. whom,	whomsoever.

7. Relative pronouns as nominative subjects.

Noah Webster, **who** *was called* "The Monarch", was the author of the first spelling book published in America.

John C. Calhoun was the greatest senator **that** *has been elected* from South Carolina.

Santa Fe, **which** *is* next to the oldest town in the United States, is situated 6840 feet above the level of the sea.

8. Relative pronouns in the possessive case.

William Cullen Bryant, **whose** *poetry* shows us the beauties of nature, is called "The Father of American Song".

Every man will succeed **whose** *actions* are guided by the principles of justice.

9. Relative pronouns as objects of verbs.

Stephen, **whom** the Jews *stoned* to death, was the first Christian martyr.

The hanging gardens **which** Nebuchadnezzar *constructed* were for the amusement of his queen.

Methuselah is the oldest man **that** the Bible *mentions*.

10. Relative pronouns as objects of prepositions.

Enoch was the man *of* **whom** it was said, "He was not, for God took him".

Attention is the stuff **that** memory is made *of*.

The climate *in* **which** one lives has something to do with his temperament.

11. Write five sentences, each containing a relative pronoun, nominative subject.

12. Write three sentences, each containing a relative pronoun in the possessive case.

13. Write five sentences, each containing a relative pronoun, object of a verb.

14. Write five sentences, each containing a relative pronoun, object of a preposition.

XXV.

Review the following points:

1. Plural formation.
 1. Complex nouns.
 2. Foreign nouns.
2. Gender.
3. The nominative case.
 1. Subject of a verb.
 2. In apposition.
 3. In predicate.
 4. By direct address.
4. The possessive case.
5. The objective case.
 1. Object of a verb.
 2. Object of a preposition.
 3. Two objectives of the same person or thing.
 4. The dative, or indirect object.
 5. The adverbial objective.
6. The personal pronouns.
 1. Classes.
 2. Declension.
 3. Case constructions.
7. The relative pronouns.
 1. Classes.
 2. Declension.
 3. Case constructions.

XXVI.

1. An interrogative pronoun asks a question.

Who assassinated Lincoln?

Whose is this image and superscription?

What think ye of Christ?

Which was the greater soldier, Cæsar or Napoleon?

2. The interrogative pronouns are *who*, *which*, and *what*.

3. *Who* is the only interrogative pronoun that changes its form, and it changes for case only. The interrogative *who* is declined like the relative *who*.

4. Interrogative pronouns as nominative subjects.

Who commanded the sun and moon to stand still?

Who organized the Tippecanoe Confederacy?

Who conquered Montezuma?

5. Interrogative pronouns as nominative predicates.

Who was president of the Confederate States?

What was the cause of the Civil War?

Who was the founder of the present system of national currency of the United States?

6. Interrogative pronouns in the possessive case.

Whose invention banished the old sea fights?

Whose descendants lived in Edom?

7. Interrogative pronouns as objects of verbs.

Whom did Jesus commend to the beloved disciple when He was on the cross?

What can we do in making the world better?

Which do most people prefer, knowledge or wealth?

8. Interrogative pronouns as objects of prepositions.

For whom did David mourn?

Of whom did Jesus say, "Behold an Israelite indeed in whom there is no guile"?

To whom did God give the covenant of the rainbow?

9. Write five sentences, each containing an interrogative pronoun, nominative subject.

10. Write three sentences, each containing an interrogative pronoun, nominative in predicate.

11. Write three sentences, each containing an interrogative pronoun, in the possessive case.

12. Write five sentences, each containing an interrogative pronoun, object of a verb.

13. Write five sentences, each containing an interrogative pronoun, object of a preposition.

XXVII.

1. **A descriptive adjective** expresses quality ; as,

GREAT *occasions* teach GREAT *duties*.

FRAIL *barks* should not venture far.

What state was first settled by FRENCH *soldiers*?

2. There are two kinds of descriptive adjectives, *common* and *proper*.

3. **A common adjective** has a corresponding common noun ; as,

wise, wisdom ; holy, holiness ; cohesive, cohesion.

4. **A proper adjective** has a corresponding proper noun ; as,

Miltonian, or Miltonic, Milton ;

Hungarian, Hungary ;

Parisian, Paris.

5. Write ten common adjectives, each followed by a corresponding common noun.

6. Write ten proper adjectives, each followed by a corresponding proper noun.

XXVIII.

1. **A definite adjective** modifies without expressing quality ; as,

THE *president* is A *servant* of THE *people*.

THIS *world* is what we make it.

SIXTY *pounds* of wheat make A *bushel*.

2. There are three kinds of definite adjectives, the *article*, the *pronominal*, and the *numeral*.

3. The articles are *a*, *an*, and *the*.

4. **A pronominal adjective** may, without the use of an article, represent an omitted noun.

Harvard and Yale are old schools ; *each* of the schools is good.

None but the brave deserve the fair.

The Acadians were driven into exile ; *that* was a disgraceful affair.

5. *Which* and *what* become **relative adjectives** and **interrogative adjectives** when they limit nouns.

6. Relative adjectives.

Most people are able to buy **WHAT** *books* they actually need.

Longfellow graduated in Bowdoin College ; in **WHICH** *institution* he was afterward a professor.

7. Interrogative adjectives.

In **WHAT** *state* is the celebrated Wyandotte Cave?

WHICH *territory* has a longer coast line than the whole Atlantic coast of the United States?

8. Learn the outline of classification given below :

Adjectives.	{	1. Descriptive.	{	1. Common.
				2. Proper.
	{	2. Definitive.	{	1. Article.
				2. Pronominal.
				3. Numeral.

9. Write the classification of the following adjectives :

all,	iron,	rising,
another,	latter,	single,
double,	many,	some,
English,	none,	Shakespearean,
either,	neither,	that,
first,	other,	these,
four,	one,	wicked.
former,	red,	

Model.—*Sweet*, adjective, descriptive, common.

XXIX.

1. **Comparison** shows the different degrees of quality or intensity of adjectives and adverbs.

2. **The positive degree** expresses the simple degree ; as,

old,	dry,	amiable.
strong,	beautiful,	

3. The comparative degree expresses the next higher or lower degree than the positive as,

older,	drier,	less amiable.
stronger,	more beautiful,	

4. The superlative degree expresses the highest or lowest degree ; as,

oldest,	driest,	least amiable.
strongest,	most beautiful,	

5. Words of one or two syllables usually form the comparative degree by adding *er* to the positive, and the superlative degree by adding *est* to the positive.

Some words of two syllables, and all of more than two, form the comparative degree by prefixing *more* or *less* to the positive, and the superlative degree by prefixing *most* or *least* to the positive ; as,

sad,	sadder,	saddest,
funny,	funnier,	funniest,
healthful,	more healthful,	most healthful,
reasonable,	less reasonable,	least reasonable.

6. Some adjectives are compared irregularly ; as,

good, better, best ;
 many, more, most ;
 little, less, least.

7. Write the degrees of comparison of each of the following adjectives :

bad,	junior,	sly,
bright-eyed,	juicy,	sweet,
dead,	late,	superior,
dry,	much,	shy,
far,	near,	tall,
gray,	nigh,	thin,
good-natured,	perfect,	ugly,
holy,	pretty,	white,
homely,	round,	wet.
ill,	rude,	
ill-tempered,	red,	

XXX.

1. Write sentences, using some form of each of the following intransitive verbs, followed by a predicate adjective :

is,	get,
become,	taste,
go,	feel.
stand,	

We *are* HAPPY when we do our duty.

Teachers should use much care in seeing that students *sit* ERECT.

The leaves *lie* DEAD in autumn.

2. Write sentences, using some form of each of the following transitive verbs, followed by a predicate adjective :

make,	drink,
call,	sing.
regard,	

According to the fable, the dogs *could* not *drink* the ocean DRY.

Wallace says that the people who watched the chariot race *shouted* themselves HOARSE.

The gold fields of California *made* many men RICH.

XXXI.

1. The simple style of the verb is used in ordinary conversation.

What territory *has* no governor and no legislature ?

Aaron Burr *vied* with Thomas Jefferson for the presidency in 1800.

Who *built* the last great temple at Jerusalem ?

2. The emphatic style of the verb is formed of *do*, *does*, or *did*, and the first principal part of the verb.

When our people *do fight*, they fight to win.—fight, fought, fought.

He who *does write* a book should be sure that it is worth reading.—write, wrote, written.

Louis Agassiz *did* not *teach* to gain wealth.—teach, taught, taught.

3. The progressive style of the verb is made of some form of the verb *be*, and the first principal part with *ing* added, or the present active participle.

The world *is growing* better—grow, grew, grown.

Those who *are doing* their duty merit success.—do, did done.

Where *was* Milton *living* when he wrote Paradise Lost?—live, lived, lived.

4. Write three sentences, each containing a verb in the simple style.

5. Write four sentences, each containing a verb in the emphatic style.

6. Write four sentences, each containing a verb in the progressive style.

XXXII.

1. **Voice** shows whether the subject of the verb acts, or is acted upon.

2. **Transitive verbs** have two voices, the *active* and the *passive*. [See page 14.]

3. **The passive verb** is made of some form of the verb *be* and the third principal part, or past participle, of a transitive verb.

4. Write five sentences, each containing a verb in the active voice.

5. Write five sentences, each containing a verb in the passive voice.

XXXIII.

1. **Mode** expresses the manner of action or being.

2. **The indicative mode** asserts the action or being as a fact.

America *is* truly the land of the free.

Plymouth *had* nine soldiers in its standing army.

Cæsar *was* assassinated.

3. **The potential mode** asserts the possibility, permission, power, necessity, determination, or duty of action or being.

4. The signs of the potential mode are *may*, *can*, *must*, *might*, *could*, *would*, and *should*.

The young *may* die.

The old *must* die.

We *should* be active.

5. **The imperative mode** asserts the action or being as a command or an entreaty.

Disperse, ye rebels.

Give us this day our daily bread.

Listen, my children.

6. Write four sentences, each containing a verb in the indicative mode.

7. Write four sentences, each containing a verb in the potential mode.

8. Write four sentences, each containing a verb in the imperative mode.

XXXIV.

1. **The infinitive** is a verb which may have the construction of a noun, an adjective, or an adverb.

2. **The infinitive with the construction of a noun.**

TO DIE is *TO BE BANISHED* from one's self. (Subject of a verb.) (Predicate with a verb.)

We should begin now *TO DO* our best. (Object of a verb.)

The world is *about* *TO CLOSE* the work of another century. (Object of a preposition.)

3. **The infinitive with the construction of an adjective.**

Spring is the *time* *TO PLANT*.

Duty should mark out a *path* *TO GUIDE* our feet.

An *attempt* *TO ASSASSINATE* Secretary Seward was made the same night that President Lincoln was shot.

4. **The infinitive with the construction of an adverb.**

The Puritans *came* to America *TO SEEK* religious freedom. (Modifying a verb.)

A suicide seems *anxious* *TO LEAVE* this world. (Modifying an adjective.)

Some think our country is old *enough* *TO LIVE* without protection. (Modifying an adverb.)

5. Write five sentences, each containing an infinitive with the construction of a noun.

6. Write five sentences, each containing an infinitive with the construction of an adjective.

7. Write five sentences, each containing an infinitive with the construction of an adverb.

XXXV.

1. A participle is a verb which may have the construction of a noun or of an adjective, or may be used in the formation of other verb forms.

2. Participles with the construction of a noun.

STUDYING mathematics *gives* good discipline to the mind. (Subject.)

Arnold, *after* HAVING BEEN REPRIMANDED, decided to get revenge. (Object of a preposition.)

When *should* we *begin* SEEKING our fortunes? (Object of a verb.)

SEEING a thing *is* BELIEVING it. (Subject.) (In predicate.)

3. Participles with the construction of an adjective.

The *English* HAVING BEEN DEFEATED in the Revolutionary War, the United States became an independent nation. (Modifying a noun.)

King Philip was the most illustrious Indian chief of New England; *he* HAVING BEEN HUNTED down was shot. (Modifying a pronoun.)

After the battle of Cold Harbor, many soldiers *lay* DYING on the field. (In predicate.)

A *book* BOUND in leather is usually durable.

4. Write five sentences, each containing a participle with the construction of a noun.

5. Write five sentences, each containing a participle with the construction of an adjective.

XXXVI.

1. Tense is that property of the verb which indicates the time of the action or being.

2. The study of tense has mainly to do with the forms of the verb. Hence we assign the verb six tenses, though there can be but three, strictly speaking.

3. The tenses assigned are *present*, *past*, *future*, *present perfect*, *past perfect*, and *future perfect*.

4. The present tense is that form of the verb which usually indicates present action or being.

5. Present indicative, simple style.

What state *has* a name of Indian origin meaning "Here we rest" ?

What state *extends* the farthest northeast ?

Grant *lives* in our memory.

6. Present indicative, emphatic style.

We *do exert* some kind of influence.

Our nation *does protect* her citizens.

7. Present indicative, progressive style.

The world *is growing* better.

I am responsible for the work I *am doing*.

We *are building* the structure of character.

8. Present indicative, passive voice.

What state *is divided* into parishes instead of counties ?

We *are often compelled* to do things that are unpleasant.

By watching others, I *am often taught* valuable lessons.

9. Write two sentences, each containing the present indicative, simple style.

10. Write two sentences, each containing the present indicative, emphatic style.

11. Write two sentences, each containing the present indicative, progressive style.

12. Write two sentences, each containing the present indicative, passive voice.

XXXVII.

1. The auxiliary signs of the present potential are *may*, *can*, and *must*.

2. Present potential, simple style.

Who *can tell* what a day will bring forth ?

The young *may die* ; the old *must die*.

3. Present potential, progressive style.

We *may be doing* our duty when we offend the most.

Must we be always watching ?

4. Present potential, passive voice.

A man *may be called* a traitor when he is trying most to serve his country.

Our rights as American citizens *must be defended*.

5. Present imperative.

Help others to bear their burdens.

Hold fast to that which is good.

6. Present infinitive. *To* is either expressed or implied with the present infinitive. The sign *to* of the infinitive is usually omitted after the verbs *bid*, *dare*, *feel*, *let*, *see*, *hear*, *make*, and a few others.

To learn requires exertion.

We should try *to make* others *feel* happy.

7. **Present participle.** The present active participle ends in *ing* ; the present passive participle takes the sign *be- ing*.

Many of us never think of *preparing* for death.

Exercising the muscles gives physical development.

Yorktown *being taken*, Cornwallis surrendered.

George III. never thought of England's *being defeated*.

8. Write two sentences, each containing a verb in the present potential, simple style.

9. Write two sentences, each containing a verb in the present potential, progressive style.

10. Write two sentences, each containing a verb in the present potential, passive voice.

11. Write two sentences, each containing a verb in the present imperative.

12. Write two sentences, each containing the present infinitive.

13. Write two sentences, each containing the present active participle.

14. Write two sentences, each containing the present passive participle.

XXXVIII.

1. **The past tense** is that form of the verb which usually expresses past time.

2. **The past indicative, simple style.**

Who *wrote* the first book of the New Testament?

Nebuchadnezzar *cast* three Jews in a fiery furnace for not worshipping a golden image.

Who *originated* the character of Rip Van Winkle?

3. **The past indicative, emphatic style.**

Columbus *did not falter*, though the seamen threatened to throw him overboard.

Whom *did* Samuel *anoint* as kings?

4. **The past indicative, progressive style.**

Who *was reigning* in England when Shakespeare was born?

The Jews *were expecting* a king when Christ was born.

5. **The past indicative, passive voice.**

Whose soldiers *were drowned* in the Red Sea?

Rhode Island *was founded* by Roger Williams.

6. The past potential, simple style. The auxiliary signs of the past potential are *might*, *could*, *would*, and *should*.

We *should love* our enemies.

The hired soldiers of Great Britain *could not withstand* the zeal of American patriots.

7. The past potential, progressive style.

Instead of losing our vantage ground, we *should be trying* to attain higher planes of activity and usefulness.

How much we *could all be doing* to make the world better !

8. The past potential, passive voice.

Children *might be allowed* many more privileges, if they did not abuse the ones that they have.

We *could be so taught* that we *would not have* to unlearn so much.

9. The past participle is the third principal part of the verb.

The lesson *taught* by the bee is an important one.

A letter *written* neatly will often secure a position.

Each one has his own work *assigned* him.

A nail *driven* deep will often support a great weight.

10. Write two sentences, each containing the past indicative, simple style.

11. Write two sentences, each containing the past indicative, emphatic style.

12. Write two sentences, each containing the past indicative, progressive style.

13. Write two sentences, each containing the past indicative, passive voice.

14. Write two sentences, each containing the past potential, simple style.

15. Write two sentences, each containing the past potential, progressive style.

16. Write two sentences, each containing the past potential, passive voice.

17. Write two sentences, each containing the past participle.

XXXIX.

1. **The future tense** is that form of the verb which expresses futurity of action or being. This tense is found only in the indicative mode, and its auxiliary signs are *shall* and *will*.

2. **The future, simple style.**

We *shall do* a good work if we attend closely to each day's duties.

The next century *will certainly bring* much improvement in the affairs of the world.

3. **The future, progressive style.**

We know not who *will be living* to greet the dawn of the coming century. What *shall we be doing* to aid in what remains to be done?

4. **The future, passive voice.**

Who *shall be called* great?

Prepare for life; for some *will be chosen* to fill the offices of trust.

5. **The present perfect tense** is that form of the verb which expresses action or being usually completed in present time. The signs of the **present perfect indicative** are *have* and *has*.

6. **The present perfect indicative, simple style.**

Many a man *has wrecked* his life through drink.

The Indians *have become* fewer in numbers as civilization *has advanced*.

7. **The present perfect indicative, progressive style.**

Some think the American people *have been waning* in patriotism since the Revolutionary War.

Who *has been living* up to his ideal standard?

8. **The present perfect indicative, passive voice.**

How many *have been wrongly taught*?

Many a life *has been wrecked* by intemperance.

9. **The present perfect potential, simple style.** The auxiliary signs of the present perfect potential are *may have*, *can have*, and *must have*.

Our country *may have advanced* more in the last century than it will advance in the next; yet much remains for us to do.

What a mind Shakespeare *must have had*!

10. **The present perfect potential, progressive style.**

We *may have been sowing* the seeds of the Civil War during the century preceding its outburst.

Daniel Webster *must have been preparing* for his noted debate long before he met Robert Y. Hayne.

11. **The perfect infinitive.** The auxiliary sign of the perfect infinitive is *to have*.

John Quincy Adams is said *to have been* eloquent.

The Phoenicians are thought *to have invented* reading.

12. The sign of the **perfect active participle** is *having*, and of the **perfect passive participle** is *having been*; as,

Having given the impression that he was going to New York, Washington moved promptly upon Yorktown.

The battle of Gettysburg *having been fought*, the Civil War was virtually decided.

13. Write two sentences, each containing the future tense, simple style.

14. Write two sentences, each containing the future tense, progressive style.

15. Write two sentences, each containing the future tense, passive voice.

16. Write two sentences, each containing the present perfect indicative, simple style.

17. Write two sentences, each containing the present perfect indicative, progressive style.

18. Write two sentences, each containing the present perfect indicative, passive voice.

19. Write two sentences, each containing the present perfect potential, simple style.

20. Write two sentences, each containing the present perfect potential, progressive style.

21. Write two sentences, each containing the present perfect potential, passive voice.

22. Write two sentences, each containing the perfect infinitive.

23. Write two sentences, each containing the perfect active participle.

24. Write two sentences, each containing the perfect passive participle.

XL.

1. The past perfect tense is that form of the verb which expresses action or being usually completed at or before some past time.

2. *Had* is the auxiliary sign of the past perfect indicative; *might have*, *could have*, *would have*, and *should have* are the auxiliary signs of the past perfect potential.

3. The past perfect indicative, simple style.

Shakespeare *had* nearly *finished* his work before Milton was born.

Washington *had not done* much military service when he was chosen commander in chief.

4. The past perfect indicative, progressive style.

When Arnold attempted to surrender West Point, it became evident that he *had been seeking* revenge ever since Washington reprimanded him.

How long *had* Webster *been preparing* for his celebrated debate before the speech was made?

5. The past perfect indicative, passive voice.

Columbus died without knowing that a new world *had been discovered*.

The Indians *had been deceived* many times before they began to seek revenge.

6. The past perfect potential, simple style.

Perhaps the English *would have been* successful in the Revolutionary War, if they had thought it worth while to continue the strife.

James Fenimore Cooper *could not have written* such a work as "The Pilot," if he had not been a sailor.

7. The past perfect potential, progressive style.

Aaron Burr *might have been doing* much good for his country through those days in which he was planning its destruction.

During the last of his administration, Buchanan *should have been strengthening* the North, instead of allowing the South to get control of important military stores.

8. The past perfect potential, passive voice.

Perhaps Schuyler Colfax *would have been chosen* president, had he kept his record clean.

If Grant and Lee could have changed places, Grant *might have been conquered*.

9. The future perfect tense expresses action or being that will be completed at or before some future time. The signs of this tense are *shall have* and *will have*, and it is found only in the indicative mode.

Almost all who now live *will have died* before the close of another century.

When I have done all that I can do, I *shall have done* my part.

10. Write two sentences, each containing the past perfect indicative, simple style.

11. Write two sentences, each containing the past perfect indicative, progressive style.

12. Write two sentences, each containing the past perfect indicative, passive voice.

13. Write two sentences, each containing the past perfect potential, simple style.

14. Write two sentences, each containing the past perfect potential, progressive style.

15. Write two sentences, each containing the past perfect potential, passive voice.

16. Write two sentences, each containing the future perfect tense.

17. Learn the following outline :

Modes and Tenses.	{	1. Indicative.	{	1. Present.
				2. Past.
				3. Future.
				4. Present perfect.
				5. Past perfect.
				6. Future perfect.
	{	2. Potential.	{	1. Present.
				2. Past.
				3. Present perfect.
				4. Past perfect.
		3. Imperative.	—Present.	
	{	4. Infinitive.	{	1. Present.
				2. Perfect.
	{	5. Participial.	{	1. Present.
				2. Past.
				3. Perfect.

XLI.

1. As to use, verbs are *transitive* and *intransitive*. [See page 14.]

2. As to form, verbs are *regular*, *irregular*, *defective*, and *redundant*.

3. **A regular verb** is one whose past indicative and past participle are formed by adding *ed* to the present tense; as, live, lived, lived; talk, talked, talked; call, called, called.

4. **An irregular verb** is one whose past indicative and past participle are not formed by adding *ed* to the present tense; as, see, saw, seen; write, wrote, written; teach, taught, taught.

5. **A defective verb** is one which lacks some of its principal parts. Defective verbs have no participles.

List of defective verbs :

<i>Present.</i>	<i>Past.</i>	<i>Present.</i>	<i>Past.</i>
Beware,	—.	Can,	could.
May,	might.	Must,	—.
Ought,	ought.	—,	quoth.
Shall,	should.	Will,	would.

6. **A redundant verb** is one which has more than one form in the past tense or past participle; as,

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
sing,	sang, sung,	sung.
plead,	pleaded, pled,	pleaded, pled.
dream,	dreamed, dreamt,	dreamed, dreamt.

7. Write a list of ten verbs, marked in the dictionary as transitive only.

8. Write a list of ten verbs, marked as intransitive only.

9. Write a list of ten verbs, marked as either transitive or intransitive.

10. Write a list of ten regular verbs, and give the principal parts of each. Use the dictionary.

11. Write a list of ten irregular verbs, and give the principal parts of each. Use the dictionary.

12. Write a list of ten redundant verbs, give the principal parts of each, and notice carefully the forms that are preferred in the dictionary.

XLII.

1. **An adverb.** [See page 6.]

2. As to meaning, there are adverbs of *manner*, *place*, *time*, *degree*, and *cause*.

3. **Adverbs of manner.**—So, thus, well, badly, easily, no, yes, how, certainly, truly, indeed, perhaps, possibly, etc.

4. **Adverbs of place.**—Here, there, where, above, up, etc.

5. **Adverbs of time.**—When, now, to-day, then, ago, thrice, etc.

6. **Adverbs of degree.**—Much, enough, nearly, too, quite, etc.

7. **Adverbs of cause.**—Why, wherefore, therefore, hence, etc.

8. **A conjunctive adverb** is one which connects clauses.

We should go WHERE duty calls.

Our old opinions should be thrown away WHEN we find they are worn out.

9. Select two adverbs from each of the above classes, and use these words in sentences.

XLIII.

1. **A conjunction.** [See page 7.]

2. There are two classes of conjunctions, *co-ordinate* and *subordinate*.

3. **A co-ordinate conjunction** is one which connects words, phrases, independent clauses, or dependent clauses of the same construction.

Who threw salt in the waters of Jericho AND healed them?

The body decays, BUT the soul lives on.

We must put forth exertion, OR we shall not get development.

4. **A subordinate conjunction** is one which serves as a connective between a dependent clause and an independent clause.

If we are not temperate, we shall fail to do our best.

Andre was executed, BECAUSE he was a spy.

An apprentice should do his work AS the master wants it done.

5. Tell whether the conjunctions on page 7 are co-ordinate or subordinate.

XLIV.

1. **As to meaning**, sentences are *declarative, interrogative, imperative, and exclamatory*. [See page 3.]

2. **As to structure**, sentences are *simple, complex, and compound*.

3. **A simple sentence** is one which expresses a single thought.

Music is the language of the soul.

What was the Magna Charta?

Strive to develop your faculties.

How frail are our lives!

4. **A complex sentence** is one which contains a dependent clause, or a subordinate sentence.

That the planets are inhabited is not known.

He who tries will improve.

Death usually comes sooner than we expect it.

5. **A compound sentence** is one which contains two or more independent clauses.

Joy comes and grief goes.

The body decays, but the soul lives on.

We must work, or we shall starve.

6. Write two simple declarative sentences.

7. Write two simple interrogative sentences.

8. Write two simple imperative sentences.

9. Write two simple exclamatory sentences.

10. Write four complex sentences.

11. Write four compound sentences.

XLV.

1. **The subject of a sentence and the predicate of a sentence.** [See page 4.]

2. **The object** is the part of the predicate which receives the act. [See page 14.]

3. **A simple subject** is one which has no modifiers.

Captain John Smith had the most romantic career in early American history.

Who won the popular name of "The Old Salamander"?

Why was *Abraham* called the father of the faithful?

4. **A simple predicate** is one which has no modifiers.

What wonderful inventions *have been made*!

Was Andrew Johnson *impeached*?

The world *is improving*.

5. **A complex subject** is the simple subject with its modifiers.

What man fell down and gave up the ghost for lying?

Sir Henry Hudson, an Englishman, was the first white man to set foot on Manhattan Island.

Which of the New England States is noted for its fine marble?

6. **A complex predicate** is the simple predicate with its modifiers.

What judge *slew a thousand Philistines with a jawbone*?

Pilate *was the governor of Judea when Christ was crucified*.

Who *lectured on "The Lost Arts"*?

7. **A compound subject** is one which consists of two or more simple or complex subjects.

Grant and Lee were great generals.

The rich man and the poor slave lie equally low in death.

8. **A compound predicate** is one which consists of two or more simple or complex predicates.

The upright man *seeks and finds happiness*.

A successful man *must have some ability and much perseverance*.

9. Classify the following sentences, both as to structure and as to meaning; and name the simple, complex, and compound subjects and predicates:

1. Men must die.

2. All men must die soon.

3. Very old men must die quite soon.

4. Men of means can not purchase health.

5. The man who has health should prize it highly.

6. We must all go when death comes.
7. Men die, but the world moves on.
8. Did Lawrence's men give up the ship?
9. How few reach the summit of their expectations!
10. Give us this day our daily bread.

XLVI.

Review the following points :

1. The interrogative pronouns.
 1. Declension.
 2. Case constructions.
2. The adjective.
 1. Classes.
 2. Comparison.
 3. Predication.
3. Properties of the verb.
 1. Style.
 2. Voice.
 3. Mode.
 4. Tense.
4. Verbs as to use.
 1. Transitive.
 2. Intransitive.
5. Verbs as to form.
 1. Regular.
 2. Irregular.
 3. Defective.
 4. Redundant.
6. Classes of adverbs.
7. Classes of conjunctions.
8. Sentences.
 1. As to structure.
 2. As to meaning.
9. The subject and the predicate.
 1. Simple.
 2. Complex.
 3. Compound.

XLVII.

The term's course in grammar has now been completed. As a last lesson, the students may, if they wish, make a final review of the preceding lessons, but an hour should be saved to write out answers to the questions given below. These questions form an examination of about the usual difficulty. Head each examination paper thus :

Beginning Grammar.

Name and postoffice.

Date.

Write with pen and ink the answers to the questions, and *stop* at the end of the hour.

Bring to the class the papers thus produced, and the recitation time will be spent in correcting them, in answering questions as to the form in which county superintendents want examination papers written, and in answering any other questions that may arise.

Questions.

1. What is an adverb? Write a sentence containing an adverb modifying an adverb.
2. Name five nouns that have the same form in both numbers.
3. Define gender. Give the classes of gender.
4. Write a sentence containing a noun that is nominative in apposition.
5. Write a sentence containing a personal pronoun in the dative.
6. Decline the relative pronouns that are declinable.
7. Outline the adjective.
8. Name the properties of nouns and pronouns. Of verbs.
9. Write sentences showing the past tense in the modes in which this tense is found.
10. Write a complex declarative sentence.

PART II.

I.

Fundamental Terms.

1. **An idea** is a mental picture.
2. **A word** is the sign of an idea.
3. **A thought** is the product formed by linking ideas.
4. **A sentence** is the expression of a thought in words.

Grammar.

5. **Grammar** is the science of the sentence.

The Parts of Speech.

6. With regard to their uses, words are divided into eight classes ; namely, *noun*, *pronoun*, *adjective*, *verb*, *adverb*, *preposition*, *conjunction*, and *interjection*.

The Noun.

7. **A noun** is a name.
8. Nouns are either *common* or *proper*.
9. **A common noun** is a name which applies to any individual of a class ; as, man, island, city.
10. **A proper noun** is a name which applies to a particular individual only ; as, Garfield, Cuba, Chicago.

Classes of Common Nouns.

11. A **collective noun** is singular in form, though denoting more than one ; as, mob, army, herd.

12. An **abstract noun** is the name of a quality or property ; as, wisdom, smoothness, cohesion.

13. A **verbal noun** is the name of an action or a state of being, ending in *ing* ; as, singing, resting, seeing.

14. Observe that all other common nouns are called *class nouns*.

Properties of Nouns.

15. The properties of nouns are *person*, *number*, *gender*, and *case*.

Person.

16. **Person** is that property assigned to nouns and pronouns to indicate their use with reference to the speaker, that which is spoken to, or that which is spoken of.

17. Observe that *we*, the plural pronoun of the first person, refers not strictly to the speakers, but to the persons *of the speaker's party*.

18. Nouns have three persons, the *first*, the *second* and the *third*.

19. The **first person** denotes the speaker ; the **second person**, that which is spoken to ; the **third person**, that which is spoken of.

20. Observe that nouns are not inflected for person, hence this property requires but little attention ; it is assigned to nouns to render more easy the study of personal pronouns.

Number.

21. **Number** is that property of nouns and pronouns which shows whether one or more than one is meant.

22. Nouns have two numbers, the *singular* and the *plural*.

23. The **singular number** denotes but one ; as, boy, apple, desk.

24. The **plural number** denotes more than one ; as, boys, apples, desks.

Formation of Plurals.

25. Nouns regularly form their plurals by adding *s* to the

singular ; but those ending in hissing sounds add *es* ; as, girl, girls ; church, churches.

26. Nouns ending in *y* preceded by a consonant change *y* to *ies* ; as, lady, ladies ; glory, glories ; soliloquy, soliloquies.

27. Observe that *qu* has the sound of *kw*, and that *u* is therefore a consonant.

28. Some nouns ending in *f* or *fe* change this ending to *ves* ; as, beef, beeves ; wife, wives. Nouns ending in *ff*, except staff, are regular.

29. Nouns ending in *o* preceded by a vowel add *s* ; those ending in *o* preceded by a consonant usually add *s* ; folio, folios ; piano, pianos.

30. Letters, figures, marks, and signs form their plurals by annexing an apostrophe and *s* ('s) ; as, 2's, 1's, —'s.

31. **Compound nouns** form their plurals by pluralizing the base ; as, step-son, step-sons ; brother-in-law, brothers-in-law ; Knight Templar, Knights Templars.

32. **Complex nouns** pluralize the title only ; as, Mr. Hendricks, Messrs. Hendricks ; Miss Watts, Misses Watts.

33. Observe that, while usage differs concerning the plural of complex nouns, it is best in all cases to pluralize the title, to secure uniformity and to show the exact spelling of the name.

Exercises.

34. These add *s* :

belief,	gulf,	reproof,	surf,
brief,	handkerchief,	reef,	turf,
chief,	hoof,	roof,	waif,
dwarf,	kerchief,	safe,	wharf (Eng.).
fife,	mischief,	scarf,	
grief,	proof,	strife,	

35. These change the ending to *ves* :

beef,	knife,	self,	wife,
calf,	leaf,	sheaf,	wolf.
elf,	life,	shelf,	
half,	loaf,	thief,	

36. These words form their plurals by adding *es* :

bravado,	buffalo,	cargo,	echo,
bravo,	calico,	domino (s),	embargo,

fandango,	motto,	no,	tornado,
grotto,	mosquito,	portico (s),	volcano.
hero,	mulatto,	potato,	
innuendo,	negro,	tomato,	

37. Irregular plurals.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Child,	children.	Mouse,	mice.
Foot,	feet.	Ox,	oxen.
Goose,	geese.	Tooth,	teeth.
Louse,	lice.	Woman,	women.
Man,	men.		

38. Double plural forms.

<i>Singular.</i>	<i>Plural.</i>
Brick,	{ bricks (individuals), { brick (collection).
Brother,	{ brothers (by blood), { brethren (of the same society).
Cannon,	{ cannons (individuals), { cannon (collection).
Die,	{ dies (stamps for coining), { dice (cubes for gaming).
Fish,*	{ fishes (individuals), { fish (collection).
Foot,	{ feet (parts of the body), { foot (foot-soldiers).
Head,	{ heads (parts of the body), { head (of cattle).
Heathen, ..	{ heathens (individuals), { heathen (collection).
Horse,	{ horses (animals), { horse (horse-soldiers).
Index,	{ indexes (tables of contents), { indices (signs in algebra).
Pea,	{ peas (distinct grains), { pease (taken in bulk).
Penny,	{ pennies (distinct coins), { pence (quantity in value).
Sail,	{ sails (pieces of canvas), { sail (vessels).
Shot,	{ shots (number of times fired), { shot (number of balls).

(*The names of several sorts of fish, as herring, mackerel, shad, etc., are used in the same way.)

39. Nouns without distinction of number :

alms,	deer,	odds,	species,
amends,	gross,	pains (care),	swine,
bellows,	grouse,	sheep,	vermin.
corps,			

The following have the same form in both numbers when used with numerals :

brace,	dozen,	score,
couple,	pair,	yoke.

40. These nouns have no plural :

mathematics,*	measles (larvae, pl.),	molasses.
news,	politics,	

(*Also other names of sciences ending in *ics*.)

41. These nouns have no singular :

aborigines,	eaves,	paraphernalia,	teens,
ashes,	entrails,	regalia,	tidings,
assets,	goods,	riches,	tongs,
belleslettres,	hose,	rickets,	trousers,
bitters,	hysterics,	scissors,	tweezers,
cattle,	mammalia,	shears,	vespers,
clothes,	manners,	suds,	withers.

42. Compound nouns.

These nouns pluralize the first word :

aid-de-camp,	court-martial,	hanger-on,
attorney-general (s).	cousin-german,	knight-errant (s),
billet-doux,	father-in-law,	man-of-war.

These nouns pluralize the last word :

courtyard,	handful,	portemonnaie,
dormouse,	maidservant,	spoonful,
Englishman,	major general,	stepson,
fisherman,	mantrap,	tete-a-tete,
forget-me-not,	mouthful,	toothbrush.
Frenchman,	pianoforte,	

43. Complex nouns :

<i>Singular</i>	<i>Plural.</i>
Mr. Winter,	Messrs. Winter.
Master Winters,	Masters Winters.
Mrs. Daniel,	Mesdames Daniel.
Miss Daniels,	Misses Daniels.
Editor Haven,	Editors Haven.
Dr. Havens,	Drs. Havens.
Alderman Hays,	Aldermen Hays.

44. Foreign nouns.

These change <i>a</i> to <i>ae</i> :	These change <i>is</i> to <i>ides</i> :	effluvium,
alumna,	aphis,	erratum,
arena (s),	apsis,	fulcrum (s),
cicada (s),	chrysalis,	gymnasium (s),
fibula,	proboscis.	herbarium (s),
formula (s),	These change <i>us</i> to <i>i</i> :	medium (s),
lamina (s),	alumnus,	memorandum (s),
larva (s),	calculus,	perihelion,
nebula,	focus (es),	phenomenon,
vertebra.	fungus (es),	rostrum (s),
These change <i>a</i> to <i>ata</i> :	genius (ge-ni-us),	spectrum,
dogma (s),	hippopotamus (es),	speculum (s),
miasma,	magus,	stratum (s).
stigma (s).	nautilus (es),	These change <i>ex</i> to <i>ices</i> :
These change <i>is</i> to <i>es</i> :	nucleus (es),	apex (es),
amanuensis,	polypus (es),	index (es),
analysis,	radius (es),	vertex (es),
antithesis,	sarcophagus (es),	vortex (es).
axis,	stimulus,	These change <i>x</i> to <i>ces</i> :
basis,	terminus,	appendix (es),
crisis,	tumulus.	calyx (es),
diaeresis,	These change <i>um</i> or <i>on</i>	cicatrix,
ellipsis,	to <i>a</i> :	helix (es),
hypothesis,	animalculum,	matrix,
metamorphosis,	aphelion,	radix (es).
oasis,	aquarium (s),	These change <i>o</i> to <i>i</i> :
parenthesis,	arcanum,	libretto,
synopsis,	automaton (s),	virtuoso (s).
synthesis,	criterion (s),	
thesis.	desideratum,	

Less regular :

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Bandit,	banditti (s).	Monsieur,	Messieurs.
Beau,	beaux (s).	Mr.,	Messrs.
Cherub,	cherubini (s).	Phalanx,	phalanges (es).
Genus,	genera.	Seraph,	seraphim (s).
Hiatus,	hiatus (es).	Stamen,	stamina (s).
Madame,	Mesdames.		

II.

Gender.

1. **Gender** is a grammatical distinction expressing the sex of the object named.

2. Nouns are therefore divided into two classes; *neuter* nouns, or those which do not, either by form or meaning, express the sex of the object named, and *gender* nouns, or those which do express the sex. The latter are divided into *masculine* and *feminine* nouns.

3. **Masculine nouns** are the names of males; **feminine nouns** are the names of females.

4. Gender is expressed by a *change of ending of the word*, by a *different word*, and by forming *compound words*.

Exercises.

5. By a change of ending.

Masculine.	Feminine	Masculine.	Feminine.
Abbot,	abbess.	Hunter,	huntress.
Administrator,	administratrix.	Idolater,	idolatress.
Author,	authoress.	Infante,	infanta.
Baron,	baroness.	Instructor,	instructress.
Benefactor,	benefactress.	Jew,	Jewess.
Count,	countess.	Lion,	lioness.
Czar,	czarina.	Mediator,	mediatr-ix, ess.
Deacon,	deaconess.	Marquis,	{ marchioness,
Don,	donna.		{ marquise.
Duke,	duchess.	Monitor,	monitress.
Editor,	editress.	Negro,	negress.
Elector,	electress.	Ogre,	ogress.
Emperor,	empress.	Patron,	patroness.
Enchanter,	enchantress.	Peer,	peeress.
Equestrian,	equestrienne.	Poet,	poetess.
Executor,	executrix.	Priest,	priestess.
Giant,	giantess.	Prince,	princess.
God,	goddess.	Prior,	prioress.
Governor,	governess.	Prophet,	prophetess.
Heir,	heiress.	Proprietor,	proprietress.
Hero,	heroine.	Prosecutor,	prosecutrix.
Host,	hostess.	Protector,	protectress.

Masculine.	Feminine.	Masculine.	Feminine.
Shepherd,	shepherdess.	Tiger,	tigress.
Signor,	signora.	Traitor,	traitoress.
Songster,	songstress.	Tragedian,	tragedienne.
Sorcerer,	sorceress.	Tutor,	tutress.
Sultan,	{ sultana,	Viscount,	viscountess.
	{ sultanness.	Votary,	votaress.
Testator,	testatrix.	Waiter,	waitress.

6. By a different word.

Masculine.	Feminine.	Masculine.	Feminine.
Bachelor,	maid.	Lad,	lass.
Beau,	belle.	Lord,	lady.
Boy,	girl.	Male,	female.
Bridegroom,	{ bride.	Man,	woman.
Groom,		Master,	Mistress.
Bullock,	heifer.	Master,	Miss.
Brother,	sister.	Mr.,	{ Mrs.
Buck,	doe.		{ Miss.
Bull,	cow.	Nephew,	niece.
Cock,	hen.	Papa,	{ mamma,
Drake,	duck.		{ mama.
Earl,	countess.	Ram,	{ ewe.
Father,	mother.	Buck,	
Friar,	{ nun.	Sir,	Madam.
Monk,		Sire,	dam.
Gander,	goose.	Son,	daughter.
Gentleman,	lady.	Stag,	hind.
Hart,	roe.	Steer,	heifer.
Horse,	mare.	Uncle,	aunt.
Husband,	wife.	Widower,	widow.
King,	queen.	Wizard,	witch.

7. Compound words.

Masculine.	Feminine.	Masculine.	Feminine.
Archduke,	archduchess.	Manservant,	maidservant.
Brother-in-law,	sister-in-law.	Peacock,	peahen.
Gentleman,	gentlewoman.	Schoolmaster,	schoolmistress.
Grandfather,	grandmother.	Stepfather,	stepmother.
Landlord,	landlady.		

8. Christian names.

Masculine.	Feminine.	Masculine.	Feminine.
Albert,	Alberta.	Aurelius,	Aurelia.
Augustus,	Augusta.	Cecil,	Cecilia.

Masculine.	Feminine.	Masculine.	Feminine.
Charles,	Charlotte.	John,	{ Jane,
Christian,	Christiana.		{ Joan,
Claudius,	Claudia.		{ Joanna,
Cornelius,	Cornelia.		{ Johanna.
David,	Vida.	Julius,	Julia.
Eugene,	Eugenia.	Louis,	{ Louisa,
Francis,	Frances.		{ Louise.
Frederic,	Frederica.	Lucius,	Lucy.
George,	{ Georgiana,	Marcus,	Marcia.
	{ Georgina.	Octavius,	Octavia.
Gerald,	Geraldine.	Philip,	Philippa.
Henry,	{ Harriet,	Serenus,	Serena.
	{ Henrietta.	Stephen,	Stephana.
Jesse,	Jessie.	Sylvanus,	Sylvia.
Joseph,	{ Josepha,	Theodore,	Theodora.
	{ Josephine.	Victor,	Victoria.

III.

Case.

1. **Case** is that property of nouns and pronouns which is assigned to them with reference to their relations to other words.

2. There are three cases, the *nominative*, the *possessive*, and the *objective*.

The Relations of the Nominative Case of Nouns.

3. A noun or pronoun which is *the subject of a finite verb* must be in the nominative case.

"JESUS *wept*."—John, II: 35.

"Great CÆSAR *fell*."—Julius Cæsar, III., 2.

4. A noun or personal pronoun limiting another noun or pronoun, denoting the same person or thing, is in the same case by *apposition*.

"*Time*, the TOMB-BUILDER, holds his fierce career."—The Closing Year : Geo. D. Prentice.

"This new and gorgeous *garment*, MAJESTY, sits not so easy on me as you think."—Henry IV., Part 2, V., 2.

5. Observe that the appositive relation belongs to the other cases as well as to the nominative.

6. A noun or pronoun *in predicate with a neuter or a pas-*

sive verb takes the same case as the subject, when both words refer to the same thing.

"The whole affair *is* a manifest CATCH-PENNY."—Main Street : Hawthorne.

"It *has become* his MASTER."—Crime its own Detector : Daniel Webster.

"Now *is* the winter of our discontent

Made glorious SUMMER by this sun of York."—Richard III., I., 1.

7. When the subject of the infinitive is the same as the subject of the finite verb, the noun or pronoun *in predicate with a neuter or a passive infinitive* is in the nominative case.

"I'm *to be* QUEEN of the May."—The May Queen : Tennyson.

"The panel was *to remain* a CAPARISON."—Don Quixote, Part I, Chap. 45.

"He wants *to be made* CAPTAIN that he may be called captain."—Sesame and Lilies : John Ruskin.

8. A noun or pronoun *in predicate with a neuter or a passive participle* is in the nominative case.

"Now Peter and John went up together into the temple at the hour of prayer, *being* the ninth HOUR."—Acts, III., 1.

"Nor, *being* a JUDGE, would I have thee dress like a soldier."—Don Quixote, Part 2, Chap. 51.

9. A noun which represents *the person addressed* is in the nominative independent case.

"SANCHO, let Rozinante be saddled."—Don Quixote, Part I, Chap. 46.

"GENTLEMEN, this a most extraordinary case"—Crime its own Detector : Daniel Webster.

10. A noun which is used *as an exclamation* is in the nominative independent case.

"An AMERICAN ! and disloyal to the interests of the human race !"—The Pilot, Chap. 14 : Cooper.

"Alas, poor YORICK !"—Hamlet, V., 1.

11. A noun which is used simply *as an inscription*, the heading of a chapter, or the title of a book, is in the nominative independent case.

"PARADISE LOST." "Webster's International DICTIONARY."

12. A noun or pronoun which is not necessary to the construction is in the nominative independent case, *by pleonasm*.

"GAD, a troop shall overcome him."—Genesis, 49: 19.

"The BOY—oh ! where was he ?"—Casabianca : Mrs. Hemans.

13. Observe that pleonasm should be sparingly used, and only when it is introduced under the influence of strong emotion. It has been introduced here to enable the student to account for its use in good literature.

14. A noun or pronoun which is used *independently with a participle* is in the nominative case.

"A JAR of honey *having been upset* in a housekeeper's room, a number of flies were attracted by its sweetness."—The Flies and the Honey Pot : Æsop.

"The RING *being formed*, two or three ride toward the horses."—Capturing the Wild Horse : Irving.

15. **Direction.**—Bring in illustrations of each of the ten relations of the nominative case of nouns.

IV.

Formation of the Possessive Case of Nouns.

1. Steps for writing nouns in the possessive case.

1. Write the word.
2. Add the apostrophe.
3. Add *s* to all nouns in the singular, and to plurals not ending in *s*.

2. **Direction.**—Write the possessive of the following :
John, Charles, Agnes, Moses, Ross, boy, boys, man, men, duchess, deer, sheep, corps, bellows, father-in-law, fathers-in-law, stepson, stepsons, Master Winters, Masters Winters, Mr. Winter, Messrs. Winter.

The Relations of the Possessive Case of Nouns.

3. A noun or pronoun which *limits the meaning of another noun*, denoting a different person or thing, is put in the possessive case.

"Into HIAWATHA's *wigwam*
Came two other guests."—The Famine : H. W. Longfellow.

"Maud Muller, on a SUMMER's *day*,
Raked the meadow sweet with hay."—Maud Muller : J. G. Whittier.

4. In apposition.

"For Herod had laid hold on John, and bound him, and put him in prison for *Herodias'* sake, his brother Philip's *WIFE*."—Matthew 14 : 3.

"He took it out of *Elishama*, the SCRIBE's chamber."—Jeremiah, 36 : 21.

5. Observe that the possessive sign is added to the word immediately preceding the limited noun ; hence it may be added to an appositive, to a pronominal adjective, or to a noun that is object of a preposition.

"A boy who is fond of somebody *ELSE's* pencil case."—G. Eliot.

"The discourse extremely affected me, and called to my mind the mate of the *SHIP's* joy."—Robinson Crusoe.

6. A noun or pronoun may *limit a participle* that has the construction of a noun.

"I have been unhappy myself all night to think of DORA's *being* so."—David Copperfield, Chap. 44.

"On JASON's *inquiring* whether they could do him any service, the king answered that he was terribly tormented with three great winged creatures."—The Golden Fleece : Hawthorne.

7. **Direction.**—Bring in sentences illustrating each of the three relations of the possessive case of nouns.

V.

The Relations of the Objective Case of Nouns.

1. A noun or pronoun which is *the object of a transitive verb* is in the objective case. This is true of infinitives and participles as well as of finite verbs.

2. Object of a finite verb.

"We *build* the LADDER by which we rise."—Gradatim : Holland.

"Wisdom *hath builded* her HOUSE."—Prov., 9: 1.

3. In apposition with the object of a finite verb.

"I met an old *comrade* of mine, one PETER WILLIAMS."—A Voyage to Lilliput : Swift.

"I seized that cursed *skeleton*, VOLTAIRE."—Baron Munchausen, Chap. 34.

4. Object of an infinitive.

"So the multitude comes, even those we behold,
To *repeat* every TALE that has often been told!"—Oh ! Why Should the Spirit of Mortal be Proud ? William Knox.

"Child of the sun ! to thee 'tis given
To *guard* the BANNER of the free."—The American Flag : Joseph Rodman Drake.

5. Object of a participle.

"I can fancy the emotions of Galileo when, first *raising* the newly constructed TELESCOPE to the heavens, he saw fulfilled the grand prophecy of Copernicus."—Discoveries of Galileo : Edward Everett.

"The drawbridge dropped with a surly clang,
And through the dark arch a charger sprang,
Bearing SIR LAUNFAL, the maiden knight."—The Vision of Sir Launfal : James Russell Lowell.

6. A noun or pronoun which is *the object of a preposition* is in the objective case.

"An aged man was standing *at* a WINDOW."—Jean Paul Richter.

"And wider still those billows *of* WAR,
Thundered *along* the horizon's BAR."—Sheridan's Ride : Thomas Buchanan Read.

7. A noun or pronoun which is *the subject of an infinitive*, is in the objective case, unless the subject of the infinitive is the same as the subject of the finite verb.

"They suppose TRUTH, JUSTICE, TEMPERANCE, and the LIKE, *to be* in every man's power."—A Voyage to Lilliput : Swift.

"I seem to see the black PROCESSION *go*."—Agassiz : James Russell Lowell.

8. Direction.—Bring in the six relations of the objective case of nouns, illustrated above.

VI.

1. Verbs of *making, choosing, calling, regarding, showing*, and the like, may be followed by *two objectives of the same person or thing*: the former is the object of the verb; the latter is in predicate with the verb.

"Aye! he has *dubbed* HIM KNIGHT."—The Pilot, Chap. 14.

"We *call* REWARDS and PUNISHMENTS the two HINGES upon which all government turns."—A Voyage to Lilliput, Chap. 6.

2. When the subject of an infinitive is in the objective case a *noun or pronoun in predicate with the infinitive* is in the objective case [III., 6].

"He may show himself *to be* an excellent ASTRONOMER."—Don Quixote, Part I., Chap. 47.

"He knew them *to be* SERVANTS of a prince."—A Voyage to Lilliput: Swift.

3. Nouns which express *measure or direction* may be used like adverbs, to modify verbs, adjectives, and adverbs. These nouns are called *adverbial objectives*.

4. Adverbial objective modifying a verb.

"Full twenty TIMES *have I met* the hirelings of your prince in open battle."—The Pilot, Chap. 14.

"Tell my sister not to weep for me, and sob with drooping head,

When the boys *come* marching HOME again, with glad and gallant tread."

—Bingen on the Rhine: Caroline E. Norton.

5. Verbs of *giving, making, teaching, telling, showing, asking*, and the like, may be followed by two objectives—one of the person and the other of the thing: the former is called a *dative*, or *indirect object*; the latter is a direct object of the verb.

"*Give* your CHILDREN BREAD, O Father!"—The Famine: H. W. Longfellow.

"Then *will I teach* TRANSGRESSORS thy WAYS."—Psalms, 51: 13.

6. Several of the verbs, which, in the active voice, may be followed by both an indirect object and a direct object, may, in the passive, be followed by a noun or pronoun in the objective case; hence some prefer to say that both words are direct objects of the active verb. While it is not common to give a verb two objects, or to allow a passive verb to take an object, it is certain that such constructions occur in our best literature.

Webster's International Dictionary says: "This verb [teach] is often used with two objects, one of the person, the other of the thing, as, He taught *me Latin grammar*. In the passive construction, either of these objects may be retained in the objective case, while the other becomes the subject; as, I was taught *Latin grammar* by him; *Latin grammar* was taught *me* by him.

7. By placing the indirect object after the direct, the dative usually becomes the object of a preposition. This has led some into the error of saying that the dative objective is object of *to*, *for*, or *of*, "understood." The dative was once distinguished by an ending, as the possessive is now; hence one would as well say that *of* is understood with *William's*, because we may use *of William*, instead. The dative is one form of the adverbial objective.

8. The words *nigh*, *near*, *next*, and *like*, both as adjectives and adverbs, may be followed by a dative objective. Some think these words are prepositions, but a careful examination of usage will show that they are never prepositions. They are often regularly compared, showing them either adjectives or adverbs, and, in early literature, they were often followed by prepositions, which are now usually omitted. It is decidedly better to say that the nouns or pronouns following these words are in the dative, than to mar good English by supplying prepositions, where the authors have preferred to omit them.

"I saw a lake whose frozen surface *liker* seemed *to* glass than water."—Dante's *Inferno*, Canto 23: 62.

"Now Bethany was *nigh unto* Jerusalem."—John, 11: 18.

"And the Jews' passover was *nigh at* hand."—John, 11: 55.

"The place where Jesus was crucified was *nigh to* Jerusalem."—John, 19: 20.

"It came *near unto* one of them."—Daniel, 7: 16.

"Nebuchadnezzar came *near to* the mouth of the burning fiery furnace."—Dan., 3: 26.

"Let us see that other *next to* him."—Don Quixote, Part I, Chap. 46.

"He is *like unto* a man beholding his natural face in a glass."—James, 1: 23.

"They entered the wood that was *near* the *ROADSIDE*."—Don Quixote, Part I, Chap. 58.

"Egypt riseth up *like* a FLOOD."—Jer., 46 : 8.

"The little bird sits at the door in the sun,
Atilt *like* a BLOSSOM among the leaves."—The Vision of Sir Launfal :
James Russell Lowell.

"Somewhat apart from the village, and *nearer* the BASIN of Minas
Benedict Bellefontaine, the wealthiest farmer of Grand Pre,
Dwelt on his goodly acres."—Evangeline : H. W. Longfellow.

9. Adverbial objective modifying an adjective.

"There was a turret five FEET *high*."—A Voyage to Lilliput : Swift.

"And when Jesus was twelve YEARS *old*, they went up to Jerusalem after
the custom of the feast."—St. Luke, 2 : 42.

10. Adverbial objective modifying an adverb.

"The bird of dawning singeth all NIGHT *long*."—Hamlet, I., 1.

"He draws a chair close to the window, and sits there, looking at them and
arranging them, all DAY *long*."—Nicholas Nickleby, Chap. 40.

"A YEAR *ago*, I visited the spot, and the thought of bygone years came
mournfully back to me."—The Thunder Storm : George D. Prentice.

11. Bring in sentences illustrating each of the relations of the objective
case of nouns, illustrated in Lesson VI.

VII.

I. Give the case relation of each of the following nouns
and pronouns :

1. "He seems a clergyman."—Main Street : Hawthorne.
2. "Reprobate silver shall men call them."—Jer., 6 : 30.
3. "The poor girl was not able to hide her joy."—A Voyage to Brobding-
nag : Swift.
4. "As it is written, I have made thee a father of many nations."—Romans,
4 : 17.
5. "So, closing his heart, the Judge rode on."—Maud Muller : J. G. Whit-
tier.
6. "On Horeb's rock the prophet stood."—Elijah's Interview : Campbell.
7. "I will ask thee a thing."—Jer., 38 : 14.
8. "Have you calculated your power justly, John?"—The Pilot, Chap. 14.
9. "You talk like a weak and prejudiced woman, Alice."—The Pilot,
Chap. 14.
10. "They invited me to that kingdom in the emperor, their master's,
name."—A Voyage to Lilliput : Swift.
11. "He stood nearly six feet and as many inches in his shoes."—The Pilot,
Chap. 2.
12. "I accepted an advantageous offer from Captain William Prichard, mas-
ter of the Antelope."—A Voyage to Lilliput : Swift.
13. "They were too earnest to be rhetoricians."—Ideas the Life of a People :
Geo. W. Curtis.
14. "Good heaven, how many princes did he name!"—Don Quixote, Part 1,
Chap. 18.
15. "Nor could I regard him as a safe counsellor in the affairs of this govern-
ment, whose thoughts should be mainly bent on considering, not how the Un-
ion should be preserved, but how it shall be broken and destroyed."—Liberty
and Union, 1830 : Webster.

16. "She is not worth two farthings for a queen."—Don Quixote, Part 1., Chap. 7.
17. "Liberty having been granted me, my last request was for permission to see Milendo, the metropolis."—A Voyage to Lilliput: Swift.
18. "Now, the exiles have found so much credit in the emperor of Belfuscu's court."—A Voyage to Lilliput: Swift.
19. "A horse! a horse! my kingdom for a horse!"—Richard III., V., 4.
20. "Behold what manner of love the Father hath bestowed upon us, that we should be called the sons of God."—I. John, 3: 1.
21. "Ye ought to be teachers."—Heb., 5: 12.
22. "I Paul have written it."—Philemon, 19.
23. "Bring Zenas, the lawyer, and Appollos on their journey diligently."—Titus, 3: 13.
24. "Behold also, the gallows fifty cubits high."—Esther, 7: 9.
25. "For he that is called in the Lord, being a servant, is the Lord's freeman."—I. Cor., 7: 22.
26. "I now intend to give the reader a short description of it."—A Voyage to Brobdingnag: Swift.
27. "O, the waves of life danced merrily,
And had a joyous flow,
In the days when we were pioneers,
Fifty years ago"—Fifty Years Ago: W. D. Gallagher.
28. "We hear life murmur, or see it glisten."—The Vision of Sir Launfal: James Russell Lowell.
29. "Jesus sayeth unto her, Woman, why weepest thou? whom seekest thou? She, supposing him to be the gardener, sayeth unto him, Sir, if thou have borne him hence, tell me where thou hast borne him, and I will take him away."—St. John, 20: 15.
30. "She was now to return home."—The Thunder Storm: Geo. D. Prentice.
31. "I discovered this, by his being out on the second or third evening of our visit, and by Mrs. Gummidge's looking up at the Dutch clock, between eight and nine, and saying he was there, and that, what was more, she had known in the morning he would go there."—David Copperfield, Chap. 3.

VIII.

The Pronoun.

1. A pronoun is a word used instead of a noun.

Classes.

2. There are three classes of pronouns, *personal*, *relative*, and *interrogative*.

Personal Pronouns.

3. A personal pronoun is one whose form expresses grammatical person; as, *I*, for the first; *you*, for the second; *he*, for the third.

4. There are two classes of personal pronouns, the *simple* and the *compound*.

5. The simple personal pronouns are: *I, you*, (solemn, *thou*), *he, she*, and *it*, with their inflections.

6. **Declension** is the inflection, or change, to show difference of number and case.

Declension of the Simple Personal Pronouns.

FIRST PERSON.		SECOND PERSON.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Nom. I,	we,	thou,	ye, you,
Poss. my, mine,	our, ours,	thy, thine,	your, yours,
Obj. me,	us.	thee,	you.

THIRD PERSON.			
<i>Singular.</i>			<i>Plural.</i>
<i>Mas.</i>	<i>Fem.</i>	<i>Neut.</i>	
Nom. he,	she,	it,	they,
Poss. his,	her, hers,	its,	their, theirs,
Obj. him,	her,	it.	them.

7. The compound personal pronouns are formed by adding *self* or *selves* to the possessive of the first and second simple personal pronouns, and to the objective of the third simple personals. They have the same form for the nominative and objective, but are never in the possessive.

FIRST PERSON.		
<i>Singular.</i>		<i>Plural.</i>
Nom. and Obj. myself, ourself,		ourselves.
SECOND PERSON.		
Nom. and Obj. thyself, yourself,		yourselves.
THIRD PERSON.		
Nom. and Obj.	{ Masc. himself, Fem. herself, Neut. itself.	themselves.

Properties of the Personal Pronouns.

8. The properties of the personal pronouns are the same as those of the noun, but *he* and *she* and their compounds,

and their case forms, in the singular, are the only pronouns of any class that have gender.

9. The masculine forms *he*, *his*, *him*, are used to refer to persons of either sex, indifferently, or to conceal the sex of the person referred to.

"If any of you lack wisdom, let *him* ask of God."—James, 1: 5.

"Never prove false to a friend,

In love and friendship be true ;

Never prove false to a friend,

So long as *he's* true to you."—Never Prove False to a Friend.

10. The personal pronouns, *mine*, *ours*, *thine*, *yours*, *his*, *hers*, and *theirs*, have sometimes been called *possessive pronouns*, on account of their peculiarity in representing both the name of the possessor and the name of the thing possessed. *Mine*, *thine*, etc., are equivalent to *my*, *thy*, etc., with whatever noun has been omitted ; as, *my owning*, *my possessing*, *my liking*, *my choosing*, or whatever the sense demands.

"And the third leaf sang, 'Be *mine* !'"—The Singing Leaves: James Russell Lowell.

"All we know, or dream, or fear of agony are *thine*."—Marco Bozzaris: Fitz Greene Halleck.

11. Sentences may be constructed, containing *personal pronouns in most of the relations of case* found under nouns ; but as some of these are not often found in good literature, such constructions are omitted here.

The Relations of the Nominative Case of Personal Pronouns.

12. Subject of a finite verb.

"Arm ! arm ! *it is*, *it is* the cannon's deadly roar !"—The Field of Waterloo: Byron.

"He was the first man of the time in which *he grew*."—The Birthday of Washington: Rufus Choate.

13. In apposition with the subject of a finite verb.

"*He* HIMSELF entered into the synagogue, and reasoned with the Jews."—Acts, 18: 19.

"*We* are two travelers, Roger and *I*."—The Vagabonds: J. T. Trowbridge.

14. In predicate with the finite verb.

"Be of good cheer, *it is I* ; be not afraid."—St. Matthew, 14: 27.

"O, *is this he* ?"—King Lear, V., III.

15. Independent with a participle.

"*They being* penitent, the sole drift of my purpose doth extend not a frown further."—The Tempest, V., I.

"HE *being* gone, she summoned back her child."—The Scarlet Letter, Chap. 15.

16. Independent by pleonasm.

"The wind-flower and the violet, THEY perished long ago."—The Death of the Flowers: Bryant.

"The soul that sinneth, IT shall die."—Ezek., 18: 20.

17. **Direction.**—Bring in sentences illustrating each of the five relations of the nominative case of personal pronouns.

IX.

The Relations of the Possessive Case of Personal Pronouns.

1. Limiting a noun.

"O give me back MY childhood *days*."—The Two Roads: Jean Paul Richter.

"Man passeth from life to HIS *rest* in the grave."—Oh! Why Should the Spirit of Mortal be Proud? William Knox.

2. Limiting a participle.

"On MY *imparting* this discovery in confidence to Peggotty, she informed me that her brother dealt in lobsters, crabs, and crawfish."—David Copperfield, Chap. 3.

"That occasioned HIS *calling* for him."—Sindbad the Sailor.

3. **Direction.**—Bring in sentences illustrating each of the relations of the possessive case of personal pronouns.

The Relations of the Objective Case of Personal Pronouns.

4. Object of a finite verb.

"No aid could *reach* HIM."—The Main Truck, or a Leap for Life: Colton.

"The grave *hath won* THEE."—Absalom: N. P. Willis.

5. Object of an infinitive.

"I have sent *to seek* HIM."—Hamlet, IV., 3.

"And he desired *to see* HIM."—Luke, 9: 9.

6. Object of a participle.

"They have fulfilled them in *condemning* HIM."—The Acts, 13: 27.

"I was afraid of *confusing* HER."—David Copperfield, Chap. 21.

7. Object of a preposition.

"And Esther obtained favor in sight of all *of* THEM who looked *upon* HER."—Esther, 2: 15.

"But a comrade stood *beside* HIM, while his life blood ebbed away."—Bingen on the Rhine: Caroline E. Norton.

8. Subject of an infinitive.

"The Lilliputians avow THEMSELVES *to be* deputies of providence."—Gulliver's Travels, Chap. 6.

"For such it seems he took ME *to be*."—A Voyage to Brobdingnag, Chap. 3.

9. The dative.

"Be merciful and give ME a little clew to help me to understand you."—Ben-Hur, Chap. 4.

"I promise HIM an earldom."—The Pilot, Chap. 14.

10. **Direction.**—Bring in sentences illustrating each of the six relations of the objective case of personal pronouns.

X.

1. Give the case relations of each of the following nouns and pronouns :

1. "Behold an emblem of thy life."—The Two Roads : Jean Paul Richter.
2. "As the ground was before, thus let it be."—The Field of Waterloo : Byron.
3. "They promised amply to repay him the favor."—The Wasps, the Partridges, and the Farmers : Æsop.
4. "Thy rod and thy staff, they comfort me."—Psalms, 23 : 4.
5. "And he gave the covenant of circumcision."—The Acts, 7 : 8.
6. "My son, give me thine heart, and let thine heart observe my ways."—Prov., 23 : 26.
7. "He that hath an ear, let him hear."—Rev., 2 : 7.
8. "For my people is foolish, they have not known me."—Jer., 4 : 22.
9. "Their waters, they issued out of the sanctuary."—Ezek., 47 : 12.
10. "They brought him near before him."—Dan., 7 : 13.
11. "One shall then open him the gate."—Ezek., 46 : 12.
12. "Let them give us pulse to eat."—Dan., 1 : 12.
13. "Cedric felt it to be quite a proper and suitable ejaculation."—Little Lord Fauntleroy, Chap. 2 : Frances Hodgson Burnett.
14. "The age, the dress, and the dignity of deportment of most of these warriors indicated them to be of high rank."—The Spy, Chap. 32 : J. F. Cooper.
15. "Wife of mine, tell me now,
Do you join me in feeling ?"—Lucile, II., IV., II.
16. "Answer, soul of Lucile, to this dark soul of mine."—Lucile, II., V., XII.
17. "Whom makest thou thyself?"—John, 8 : 53.
18. "There I was comfortable, and not afraid of being myself."—David Copperfield, Chap. 8.
19. "I being in the way, the Lord led me to the house of my master's brethren."—Gen., 24 : 27.
20. "That I am he, let me a little shew it, even in this."—Julius Cæsar, III., I.
21. "Give us this day our daily bread."—Mat., 6 : 11.
22. "She nodded 'yes,' and went to the door to listen for his coming up."—David Copperfield, Chap. 3.
23. "His honor might command him to conceal it."—A Voyage to the Country of the Houyhnhnms, Chap. 3 : Dean Swift.
24. "I married me a wife."—The Canterbury Pilgrims : Hawthorne.
25. "Help me to understand you."—Ben-Hur, VII., IV.
26. "Must I add that I have been, myself, very ill in consequence of your violence and its effects?"—Guy Mannering, Chap. 2.

27. "And though they themselves shall affirm that they are not within, yet the answer will not be taken."—Bacon's Essay on Death.
28. "You ! who are betrothed to another, I know.
You ! whose name with Lucile's nearly ten years ago
Was coupled by ties which you broke : you ! the man
I reproach'd on the day our acquaintance began."—Lucile, I., V., XIV.
29. "I never have spoken of this poor heart of mine."—Lucile, II., III., IX.
30. "Ben-Hur was proceeding to further speech, when the crowd surged forward, thrusting him out on the side of the walk next to the woods, and carrying the stranger away."—Ben-Hur, Book IV., Chap. 6.
31. "Having shaken it with great cordiality she pulled me towards her."—David Copperfield, Chap. 14.
32. "The tracery of care and of sickness is upon his haggard features, but I see in them, and in the soul which they represent to me, the majesty of manliness."—Animal Content, J. G. Holland.
33. "Something in her there was that set you thinking of those back-grounds of Raphael."—Lucile, I., III., XXIV.
34. "I am thankful that my Teresa behaved like herself."—Don Quixote, Part II., Chap. 57.
35. "Thou gavest them me."—John, 17 : 6.
36. "They answered him, no."—John, 21 : 5.
37. "I came near them."—A Voyage to the Country of the Houyhnhnms, Chap. 2.
38. "But I believe it was you who had a boyish passion for her !"—David Copperfield, Chap. 32.
39. "Conrad, he took the oxen, but he left Kentucky Belle."—Kentucky Belle: Miss C. F. Woolson.
40. "I am not he."—The Acts, 13 : 25.
41. "It being low water, he went out with the tide."—David Copperfield, Chap. 30.
42. "What is the use of my saying what some of these opinions are?"—Autocrat of the Breakfast Table, Chap. 2.
43. "Their veering about, apparently without effort, and the shifting and furling of their sails resembling huge wings, filled them with astonishment."—Irving's Life and Voyages of Columbus, Book IV., Chap. 1.
44. "B was called tenant paravail, or the lowest tenant ; being he who was supposed to make avail, or profit of the land."—Ancient English Tenures : Sir William Blackstone.

XI.

Relative Pronouns.

1. A relative pronoun represents a noun or pronoun to which it joins a dependent clause ; as,

"Our bachelor *uncle*, who lives with us, is quite a genial man."—The Fish I Didn't Catch : J. G. Whittier.

"I, for my part, knew the *tailor* THAT made the wings she flew withal."—The Merchant of Venice, III., I.

2. The simple relative pronouns are *who*, *which*, and *that*.

3. *Who* refers to persons, *which* to things, and *that* to

either persons or things. In introducing restrictive clauses, *that* is preferred.

"Arise, fair Sun, and kill the envious *Moon*,

Who is already sick and pale with grief."—Romeo and Juliet, II., II.

"So were there *daggers*, WHICH, unwiped we found upon their pillows."—Macbeth, II., I.

"The *evil* THAT men do lives after them."—Julius Cæsar, III., II.

4. The compound relative pronouns are *whoso*, *whoever*, *whosoever*, *whichever*, *whichsoever*, *what*, *whatever*, and *whatsoever*.

5. Relative pronouns agree with their antecedent nouns and pronouns in person and number ; this should be carefully observed when the relative is a subject.

"It will be a very nice portrait too, though *I* say it *who am* the painter."—Nicholas Nickleby, Chap. 10.

"*We* THAT are young shall never see so much, nor live so long."—King Lear, V., III.

6. The relative pronouns never change their form for person, number, or gender, and *who* and *whosoever* are the only ones that change their form for case.

Declension of the Relative Pronouns.

Nom. <i>who</i> ,	<i>whosoever</i> .
Poss. <i>whose</i> ,	<i>whosoever</i> .
Obj. <i>whom</i> ,	<i>whomsoever</i> .

Case Relations of the Relative Pronouns.

7. Nominative subject of a finite verb.

"You must acquire and beget a temperance THAT *may give* it smoothness."—Hamlet, III., IV.

"I will send you to my brother Gloster,

WHO shall reward you better for my life

Than Edward will for tidings of my death."—Richard the Third, I., II.

8. Possessive case.

"And here also flourished in ancient times those bands of gallant outlaws WHOSE *deeds* have been rendered so popular in English song."—Ivanhoe, Chap. 1.

"The students, WHOSE *coming* there had long been expected, now came trooping in, over two hundred of them."—Life, Letters, and Journals of Louisa M. Alcott.

9. Object of a verb.

"Such was the young man WHOM the Reverend Mr. Wilson and the Governor *had introduced*."—Scarlet Letter, Chap. 2.

"But he WHOM God *raised* again saw no corruption."—Acts, 18 : 37.

10. Object of a preposition.

"Woe unto the man *by* WHOM he is betrayed."—St. Luke, 22 : 22.

"Duncan pointed out the door *by* WHICH Magua had come."—Last of the Mohicans, Chap. 25.

11. Give the case relations of the nouns and pronouns in the following sentences :

1. "Things are not what they seem."—Psalm of Life : Longfellow.
2. "This troubled me the more for a long time, because I had soon told Steerforth, from whom I could no more keep such a secret."—David Copperfield, Chap. 24.
3. "For the Son of Man is come to save that which was lost."—St. Mark, 18 : 17.
4. "He who wishes to prosper in Indian warfare must not be too proud to learn from the wit of a native."—Last of the Mohicans, Chap. 20.
5. "We know our own callings, and they are what I consider natural."—The Pathfinder, Chap. 2.
6. "He prayed for those whose love had been his shield."—Absalom : N. P. Willis.
7. "There was likewise a minister of the gospel whom the English bishops had forbidden to preach."—Grandfather's Chair : Hawthorne.
8. "I thrice presented him a kingly crown,
Which he did thrice refuse."—Julius Cæsar, III., II.
9. "The basin was left on the ground ; with which Don Quixote was satisfied, observing that the pagan had acted discreetly, and in imitation of the beaver, which, when closely pursued by the hunters, tears off with his teeth that which it knows by instinct to be the object of pursuit."—Don Quixote, Part I, Chap. 21.
10. "I begged he would forbear applying that word to me, and make the same order in his family and among his friends whom he suffered to see me."—A Voyage to the Country of the Houyhnhnms, Chap. 3.
11. "Let us, then, be what we are and speak what we think."—The Courtship of Miles Standish : Longfellow.
12. "No man is born into the world whose work is not born with him."—A Glance Behind the Curtain : Lowell.
13. "And whenever Mr. Pestler came upon his healing inquisition, she received the Doctor with such a sarcastic and scornful demeanor as made the surgeon declare that not Lady Thistlewood herself, whom he had the honor of attending professionally, could give herself greater airs than old Mrs. Sedley, from whom he never took a fee."—Vanity Fair, Chap. 38.
12. Bring in sentences illustrating each of the case relations of the relative pronouns, given in this lesson.

XII.

Interrogative Pronouns.

1. An interrogative pronoun asks a question, either directly or indirectly ; as,

"Who hath woe?"—Prov., 23 : 29.

"One of the seamen, in Portuguese, bid me rise, and asked me WHO I was."—A Voyage to the Country of the Houyhnhnms, Chap. 11.

2. The interrogative pronouns are *who*, *which*, and *what*. The interrogative *who* is declined like the relative *who*.

Case Relations of Interrogative Pronouns.

3. Nominative subject of a finite verb.

"WHO *touched* my clothes?"—St. Mark, 5 : 31.

"WHAT *has made* thee change thy plans?"—Ivanhoe, Chap. 21.

4. Nominative in predicate with a finite verb.

"WHO *was* her father?"—The Bridge of Sighs : Thomas Hood.

"WHAT *are* they?"—King Lear, II., 1.

5. Possessive limiting a noun.

"WHOSE *is* this *image* and *superscription*?"—St. Mark, 12 : 16.

"WHOSE *damsel* *is* this?"—Ruth, 2 : 5.

6. Object of a finite verb.

"WHAT *shall* I *do* with the treasure, Esther?"—Ben-Hur, Book IV., Chap. 4.

"WHOM *does* he *shun*?"—Virgil's Æneid, Book IV.

7. Object of an infinitive.

"WHAT *did* the benign lips seem *to say*?"—The Great Stone Face : Hawthorne.

"WHOM *have* I now *to trust*?"—Virgil's Æneid, Book IV.

8. Object of a preposition.

"On WHOM *is* all the desire of Israel?"—I. Samuel, 9 : 20.

"Of WHOM *do* the kings of the earth take custom or tribute?"—St. Matthew, 17 : 25.

9. Give the case relation of each of the following nouns and pronouns :

1. "What is death?"—The Baron's Last Banquet : A. G. Greene.
 2. "I know who built you."—Mountains : Morse.
 3. "Who loosed it?"—Our Mutual Friend, Chap. 6.
 4. "What would you have me to do?"—Pilgrim's Progress, Part 1.
 5. "For what art thou cast down, mad Priest?"—Ivanhoe, Chap. 40.
 6. "Who can forgive sins but God only?"—St. Mark, 2 : 7.
 7. "What art thou?"—King John, I., 1.
 8. "She said unto her mother, What shall I ask?"—St. Mark, 6 : 24.
 9. "Whose wife shall she be of the seven?"—St. Matthew, 22 : 28.
 10. "In the name of St. Nicholas, whom hast thou got here?"—Ivanhoe, Chap. 32.
 11. "What think ye of Christ? Whose son is he?"—St. Matthew, 22 : 42.
 12. "What went ye out into the wilderness for to see?"—St. Matthew, 11 : 17.
10. Bring in sentences illustrating each of the case relations of the interrogative pronouns, given in lesson XII.

XIII.

The Adjective.

1. **An adjective** is a word used to modify the meaning of a noun or pronoun ; as,

"After which there was a *PROFOUND silence*."—Nicholas Nickleby, Chap. 35.

"*EVEN we* ourselves groan within ourselves."—Romans, 8 : 23.

Classes of Adjectives.

2. Adjectives are either *descriptive* or *definitive*.

3. **A descriptive adjective** is one which expresses quality ; as,

"Every door is barr'd with gold, and opens but to *GOLDEN keys*."—Locksley Hall : Tennyson.

"*CIVILIZED man* can not live without cooks."—Lucile, I., II., XIX.

4. **A definitive adjective** is one which modifies without expressing quality ; as,

"*THIS world* is but the rugged road
Which leads us to that bright abode
Of peace above."—Coplas De Manrique : Longfellow.

"*THE gay* will laugh when thou art gone."—Thanatopsis : Bryant.

Classes of Descriptive Adjectives.

5. **Descriptive adjectives** are either *common* or *proper*.

6. **A common adjective** is one which has a corresponding common noun ; as,

free, freedom ; heroic, hero ; manly, man.

7. Observe that a *verbal adjective*, or a *participial adjective*, is a common adjective, derived from a participle, having a corresponding verbal noun of the same spelling ; as,

rising, running, singing.

8. **A proper adjective** is one which has a corresponding proper noun ; as,

Napoleonic, Napoleon ;
Mexican, Mexico ;
Venetian, Venice.

Classes of Definitive Adjectives.

9. There are three classes of the definitive adjectives ; the *article*, the *pronominal*, and the *numeral*.

10. **The articles** are *a*, *an*, and *the*.

11. **A pronominal adjective** is one which may, without the use of an article, represent an omitted noun ; as,

"So they *both* went on."—Pilgrim's Progress, The Ninth Stage.

"*This* is the Son of God."—Ben-Hur, Book III., Chap. 5.

12. **A numeral adjective** is one which expresses number ; as,

"Well, then, there are *two* apiece for us."—The Pilot, Chap. 8.

"I also, madam," began the *second* calendar."—Arabian Nights, History of the Second Calendar.

Classes of Articles.

13. *A* or *an* is the indefinite article.

14. *The* is the definite article.

15. *A* or *an* may modify a noun in the singular number only ; *the* may modify a noun in either number.

16. *A* is used before consonant sounds ; *an* is used before vowel sounds ; as,

"He is *a* kind soul."—Nicholas Nickleby, Chap. 35.

"These words were spoken by *an* angel of God."—The Angel : Hans Christian Andersen's Fairy Tales.

Classes of Pronominal Adjectives.

17. There are three classes of pronominal adjectives, *distributive*, *demonstrative*, and *indefinite*.

18. **A distributive adjective** is one which points out an object singly ; as,

each, every, either, neither.

19. **A demonstrative adjective** is one which points out an object definitely ; as,

this, these, that, those, former, latter.

20. *This* and *that* are used before nouns in the singular ; *these* and *those* before nouns in the plural.

21. **An indefinite adjective** is one which points out an object indefinitely ; as,

some, one, any, all, such, none, other, another.

Classes of Numeral Adjectives.

22. There are three classes of numerals, *cardinals*, *ordinals*, and *multiplicatives*.

23. A **cardinal adjective** is one which denotes the number of objects ; as,

one, two, three, etc.

24. An **ordinal adjective** is one which indicates the position of an object in a series ; as,

first, second, third, etc.

25. A **multiplicative adjective** is one which expresses how many fold ; as,

single, double, threefold.

26. Read lesson XIII. carefully, and learn the outline of classification given below.

Adjectives.

1. Descriptive.

1. Common.

2. Proper.

2. Definitive.

1. Article.

1. Definite.

2. Indefinite.

2. Pronominal.

1. Distributive.

2. Demonstrative.

3. Indefinite.

3. Numeral.

1. Cardinal.

2. Ordinal.

3. Multiplicative.

XIV.

Comparison.

1. **Comparison** is that property of adjectives and adverbs which expresses the different degrees of quality or intensity.

2. There are three degrees of comparison, the *positive*, the *comparative*, and the *superlative*.

3. **The positive degree** expresses the simple degree ; as, long, early, fast, plentiful, reasonable.

4. **The comparative degree** expresses the next greater or the next less degree than the positive ; as, longer, earlier, faster, more plentiful, less reasonable.

5. The superlative degree expresses the greatest or the least degree; as, longest, earliest, fastest, most plentiful, least reasonable.

6. Words of one or two syllables usually form the comparative degree by adding *er* to the positive, and the superlative degree by adding *est* to the positive.

Some words of two syllables, and all of more than two, form their comparative by prefixing *more* or *less* to the positive, and the superlative degree by prefixing *most* or *least* to the positive; as,

glad, gladder, gladdest;
pretty, prettier, prettiest;
peaceful, more peaceful, most peaceful;
amiable, less amiable, least amiable.

7. Some adjectives are compared irregularly; as,

good, better, best;
much, more, most;
little, less, least.

8. Write the comparison of each of the following adjectives:

Lonesome, wide, jolly, under, dim, bad, ill, late, old, far, hind, low, further, junior, juicy, white, dry, gray, sly, near, nigh, like, shy, worthy, ready, funny, divine, up, fore, superior, tedious, little, many, much, upper, good-natured, ill-tempered, rear, supreme, round, dead, fruitful, perfect.

XV.

The Constructions of Adjectives.

1. Limiting a noun.

"A Distant TRAMPING *sound*, he hears."—Sunset on the Border: Scott.

"THE ROCKY *ledge* runs far into THE *sea*."—The Lighthouse: Longfellow.

2. Limiting a pronoun.

"And it came to pass, when I, EVEN *I*, Daniel, had seen the vision."—Daniel, 8: 15.

"Against thee, against *thee* ONLY have I sinned."—Psalms, 51: 4.

3. In apposition.

"I'll read you a *matter* DEEP and DANGEROUS."—Henry IV., Part I, Act I, Scene III.

"'How many are you, then,' said I, 'If *they* two are in Heaven?'"—We Are Seven : Wordsworth.

4. In predicate with an intransitive finite verb.

"FOREMOST among them *was* Alden."—Courtship of Miles Standish : Longfellow.

"Philip gained as Enoch lost, for Enoch *seemed* to them as UNCERTAIN as a dream."—Enoch Arden : Tennyson.

5. In predicate with a transitive finite verb.

"The people *shouted* themselves HOARSE."—Ben-Hur, Book V., Chap. 14.

"Who *calls* me UNGENTLE, UNFAIR,
I longed so heartily then and there
To give him the grasp of fellowship."—Maud : Tennyson.

6. In predicate with an infinitive.

"I played with the girl when a child ; she promised then *to be* FAIR."—Maud : Tennyson.

"He struggled *to be* CHEERFUL—*to be* STRONG."—Hyperion, Chap. I.

7. In predicate with a participle.

"Ever more she seemed to gaze
On that cottage *growing* NEARER,
Where they twain would spend their days."—The Lord of Burleigh : Tennyson.

"And, *foaming* BROWN with double speed,
Hurries its waters to the Tweed."—Marmion : Scott.

8. Adverbial predicate.

"How doth the city *sit* SOLITARY, that was full of people!"—Lamentations of Jeremiah, I : 1.

"The wildest brutes *came* TAME and TREMULOUS."—Darkness—A Dream : Byron.

9. Give the construction of the adjectives in the following sentences :

1. "The murmuring pines and hemlocks stand like druids of eld."—Evangeline : H. W. Longfellow.

2. "I met a little cottage girl."—We Are Seven : Wordsworth.

3. "The boy felt a deeper meaning thrill his ear."—Under the Old Elms : Lowell.

4. "Through the deep gulf of the chimney wide
Wallows the Yule-log's roaring tide."—The Vision of Sir Launfal, Part I : Lowell.

5. "Therefore also will I make thee sick."—Micah, 6 : 13.

6. "And he shone bright and on the right
Went down into the sea."—Ancient Mariner : Coleridge.

7. "It blows cold."—The Story of the Year : Hans Christian Andersen's Fairy Tales.

8. "The wild cherries fell ripe."—The Story of the Year : Hans Christian Andersen's Fairy Tales.

9. "Good people all of every sort.
Give ear unto my song."—The Elegy of the Mad Dog : Goldsmith.

10. "I alone am to blame."—Courtship of Miles Standish : Longfellow.

11. "I'm sitting alone by the fire,
Dressed just as I came from the dance,
In a robe even you would admire,"—Her Letter : Bret Harte.

12. "The rays of the setting sun fell bright upon her dark glances."—The Pilot : Cooper.
13. "The soul never grows old."—Hyperion, Book IV., Chap. 9.
14. "The moon shines white and silent on the mist."—Midnight : Lowell.
15. "He hath made my chain heavy."—Lamentations, 3 : 7.
16. "Fullest hearts are slow to speak."—The Rose : Lowell.
17. "To whom will ye liken me and make me equal?"—Isaiah, 46 : 5.
10. Bring in sentences illustrating the adjective in each of the constructions given in this lesson.

XVI.

The Verb.

1. **A verb** is a word which expresses action or being.
- "Murray *received* a message from Wallace."—The Scottish Chiefs, Chap. 35.
- "The world *looks* pleasant to him."—Lessons in Life : Holland.

Properties of the Verb.

2. The properties of the verb are *style*, *voice*, *mode*, and *tense*.

Style.

3. **Style** is that property of the verb which shows its composition.

4. The verb has four styles, *simple*, *solemn*, *emphatic*, and *progressive*.

5. **The simple style** of the verb is that which is used in ordinary conversation.

"No great man *lives* in vain."—The Hero as Divinity : Carlyle.

" 'Tis only daylight that *makes* sin."—Comus : Milton.

6. **The solemn style** of the verb is that which is often used in the Bible, in prayer, and in other sober discourse. This style is formed by adding *t*, *st*, or *est* to a verb whose subject is of the second person, singular number, or by adding *th* or *eth* to a verb whose subject is of the third, singular.

"Thou *art* in the midst of us and thou *knowest* all men."—Adam Bede, Chap. 2.

"Day *hath put* on his jacket, and around his burning bosom buttoned it with stars."—Evening : O. W. Holmes.

7. **The emphatic style** is that which is used to express energy. This style is formed of the auxiliary *do*, *does*, or *did*, and the simple verb.

"What *do* you *find* worthy your own or your lady's finger?"—Zenobia, Letter I.

"The souls *did* from their bodies *fly*,
They fled to bliss or woe!"—Ancient Mariner, Part III. : S. T. Coleridge.

8. **The progressive style** of the verb is that which is used to express continued action or being. This style is formed of some part of the verb *be* and the present active participle.

"The door of the house is open and an elderly woman *is looking* out."—Adam Bede, Chap. 4.

"He turned to Badenoch, with whom he *was* still *contending*."—Scottish Chiefs, Chap. 55.

9. Give the style of each of the following verbs :

1. "Thou also hast had thy crown of thorns."—Vision of Sir Launfal : Lowell.

2. "Why, grandma, how you're winking!"—Grandmother's Story : O. W. Holmes.

3. "He seized her hand and hurried her into the gallery."—Scottish Chiefs, Chap. 35.

4. "There is none that doeth good, no not one."—Psalms, 14.

5. "Did our confidence in your honor offend you?"—Scottish Chiefs, Chap. 49.

6. "I only want a drink for my horse."—Adam Bede, Chap. 2.

7. "Thou didst speak to her. Thou didst speak to her. Thou didst show her that her life lay open."—Adam Bede, Chap. 2.

8. "Are you not throwing him into the very center of his enemies?"—Scottish Chiefs, Chap. 54.

9. "I object not to that, nor to what thou sellest."—Zenobia, Letter I.

10. "Have you heard of the wonderful one hoss shay
That was built in such a logical way?"—The Deacon's Masterpiece : O. W. Holmes.

11. "Gyp was scratching his master, with wrinkled brow and ears erect, puzzled at this unusual course of things."—Adam Bede, Chap. 4.

12. "Why dost thou cast me off?"—Psalms, 43 : 2.

13. "They are doubtless still playing while I write."—Holland's Lessons in Life, Lesson III.

14. "I looked eagerly around, first upon one, and then upon the other bank of the river."—Zenobia, Letter I.

15. "There was no need to call Seth for he was already moving overhead and presently came down stairs."—Adam Bede, Chap. 4.

16. "'I did indeed give proof of it,' returned Bruce."—Scottish Chiefs, Chap. 57.

10. Bring in sentences illustrating each style of the verb.

XVII.

Voice.

1. **Voice** is that property of the verb which shows whether the subject acts or is acted upon.

2. Verbs have two voices, *active* and *passive*.

3. **An active verb** is one that represents its subject as performing the act.

"Blest that abode, where want and pain *repair*,
And every stranger *finds* a ready chair."—The Traveler: Oliver Goldsmith.

"The English governor *hesitated* to surrender, on the terms proposed."
—The Scottish Chiefs, Chap. 88.

4. **A passive verb** is one that represents its subject as receiving the act.

"I *was ushered* into an apartment, not large, but of exquisite proportions—circular and of the most perfect architecture, on the Greek principles."—Zenobia, Letter I.

"No man *can be treated* frankly in this world unless he himself be frank."
—Reproduction in Kind: Holland.

5. A passive verb is made of some form of the verb *be* and the past participle of a transitive verb.

6. Some care should be taken to distinguish passive verbs from verbs and predicate adjectives. Merely the difference in meaning will often determine this matter, though it may be necessary to refer to the dictionary, to determine whether the word following the auxiliary of the verb *be* is a past participle or a predicate adjective.

"The day is *done*, (adjective) and the darkness

Falls from the wings of Night,

As a feather *is wafted* (verb) downward

From an eagle in his flight."—The Day is Done: Longfellow.

"It may be my lord is weary, that his brain is *overwrought*" (adjective).—Locksley Hall: Tennyson.

7. **A neuter verb** is one whose subject neither acts nor is acted upon.

"Things *are* not what they *seem*."—A Psalm of Life: Longfellow.

"Old Rudiger *sat*—dead!"—The Baron's Last Banquet: A. G. Greene.

8. Give the voice of each of the following verbs:

1. "By six o'clock the task was *done*, the coffin nailed down and Adam and Seth were on their way home."—Adam Bede, Chap. 4.

2. "Think not they are glazed with wine."—Locksley Hall: Tennyson.

3. "Dust thou art, to dust returnest,
Was not spoken of the soul."—A Psalm of Life: Longfellow.

4. "To whom will ye liken me and make me equal?"—Isaiah, 46 : 5.
5. "The moon shines white and silent on the mist."—Midnight : Lowell.
6. "The soul never grows old."—Hyperion, Book IV., Chap. 9.
7. "The murmuring pines and hemlocks stand like druids of eld."—Evangeline : Longfellow.
8. "The boy feels a deeper meaning thrill his ear."—Under the Old Elms : Lowell.
9. "We are sufficiently proclaimed."—Ben-Hur, Book I., Chap. 12.
10. "I'm sitting alone by the fire,
Dressed just as I came from the dance,
In a robe even you would admire."—Her Letter : Bret Harte.
11. "A bystander dispelled the comfort."—Ben-Hur, Book I., Chap. 10.
12. "No, mother, I shall leave you to your own conscience, now it is clearing up."—Adam Bede, Chap. 5.
13. "The reader shall be spared a chapter on Jewish politics."—Ben-Hur, Book II., Chap. I.
14. "The wild cherries fell ripe."—The Story of the Year : Hans Christian Andersen.
15. "What did you hear?"—Ben-Hur, Book I., Chap. 11.
16. "Come, shall I give you another chance?"—Adam Bede, Chap. 5.
17. "Thou are mated with a clown."—Locksley Hall : Tennyson.
18. "Things are not what they seem."—A Psalm of Life : Longfellow.
19. "As he looked it became a splendor."—Ben-Hur, Book I., Chap. 11.
20. "But people who have pleasant homes get indoor enjoyment that they would never think of but for the rain."—Adam Bede, Chap. 5.
21. "It blows cold."—The Story of the Year : Andersen.
22. "The rays of the setting sun fell bright upon her dark glances."—The Pilot : Cooper.

9. Bring in sentences illustrating active, passive, and neuter verbs; also, a few forms where care is needed to distinguish passive verbs from verbs with predicate adjectives.

XVIII.

Mode.

1. **Mode** is that property of the verb which expresses the manner of the action.

2. There are two classes of modes, *finite* and *infinite*.

Finite Modes.

3. A **finite mode** is one whose verb affirms action or being of its subject.

4. There are four finite modes, *indicative*, *potential*, *subjunctive*, and *imperative*.

5. The **indicative mode** affirms action or being as a fact.

"Words without thoughts never to Heaven go."—Hamlet, Act III., III.

"My thought *built* higher mountains than I ever *found*."—Childhood and Youth : Holland.

6. **The potential mode** asserts possibility, permission, power, necessity, determination, or duty of action or being. Its auxiliary signs are *may, can, must, might, could, would, and should*.

"*Can* storied urn, or animated bust,

Back to its mansion *call* the fleeting breath?"—Gray's Elegy.

"I *could* not *help* being rather short with him."—David Copperfield, Chap. 25.

7. **The imperative mode** asserts the action or being as a command or an entreaty.

"*Tell* me not in mournful numbers,"—A Psalm of Life : Longfellow.

"*Give* us this day our daily bread."—St. Matthew, 6 : 11.

8. **The subjunctive mode** asserts the action or being as a mere condition or wish.

"Though he *slay* me, yet will I trust in him."—Job, 13 : 15.

"In my Father's house are many mansions : if it *were* not so, I would have told you."—St. John, 14 : 2.

9. Give the mode of each finite verb in the following sentences :

1. "One morning the bottle found a purchaser in the furrier's apprentice, who was told to bring one of the best bottles of wine."—The Bottle Neck : Andersen.

2. "The chairman was quite sure the honorable Pickwickian would withdraw the expression he had just made use of."—Pickwick Papers, Chap. 1.

3. "The sun through dazzling snow mist shone."—Snow Bound : Whittier.

4. "A narrow cave ran in beneath the cliff,

In this the children played at keeping house."—Enoch Arden : Tennyson.

5. "Such is the patriot's boast, where'er we roam,

His first, best country, ever is at home."—The Traveler : Oliver Goldsmith.

6. "Let us enjoy ourselves."—John Halifax, Gentleman, Chap. 4.

7. "We can not know whom we would ; and those whom we know, we can not have at our side when we most need them."—Sesame and Lilies, Lecture I.

8. "If you tried, and have not won,

Never stop for crying ;

All that's great and good is done

Just by patient trying."—Phoebe Cary.

9. "Keep a clean hearth and a clear fire for me,

For I'll be back, my girl, before you know it."—Enoch Arden : Tennyson.

10. "We must bow to Grimm in matters etymological."—Hero as Divinity : Carlyle.

11. "We tread through fields of speckled flowers,

As if we did not know

Our Father made them beautiful

Because He loves us so."—Alice Cary.

12. "Make yourself noble and you shall be."—Sesame and Lilies, Lecture I.
13. "I couldn't make him understand what I wanted, if I woke him now."—Pickwick Papers, Chap. 1.
14. "They think it indispensable that he should be upon the spot."—David Copperfield, Chap. 12.
15. "If what is out of fashion most you prize,
Methinks you should endeavor to be wise."—Young.
10. Bring in sentences containing verbs in each of the finite modes.

XIX.

Infinite Modes.

1. An infinite mode is one whose verb assumes action or being of its subject.
2. There are two infinite modes, *infinitive* and *participial*.

Infinitive Mode.

3. An infinitive is a verb which may have the construction of a noun, of an adjective, or of an adverb.

Infinitives With the Construction of a Noun.

4. Subject of a verb.

"To DIE *is* not sport for a man."—The Hero as Divinity : Carlyle.

"For to me TO LIVE *is* Christ, TO DIE *is* gain."—Phil., 1 : 21.

5. In predicate with a verb.

"To be honest, as this world goes, *is* TO BE one man picked out of ten thousand."—Hamlet, II., II.

"To be strong *is* TO BE happy."—Longfellow.

6. Object of a finite verb.

"And oft I *wish*, amidst the scene, TO FIND
Some spot to real happiness consigned."—The Traveler : Goldsmith.

"The younger *tried* desperately TO SAVE his boat, but it was too late."—John Halifax, Gentleman, Chap. 4.

7. Object of an infinitive.

"Seth felt it was useless *to attempt* TO PERSUADE or SOOTHE her till this passion was past."—Adam Bede, Chap. 10.

"One sickly as I was, stricken with hereditary disease, ought never *to seek* TO PERPETUATE it by marriage."—John Halifax, Gentleman, Chap. 5.

8. Object of a participle.

"She declined *refusing* TO PUNISH any one for her convenience."—John Halifax, Gentleman, Chap. 12.

"It is some poor character only *desiring* TO LAUGH and have the credit of wit, that does so."—The Hero as Divinity : Carlyle.

9. Object of a preposition.

"Paul was *about* TO OPEN his mouth."—Acts, 18 : 14.

"But what went ye out *for* TO SEE?"—St. Matthew, 11 : 8. [*For* would be omitted nowadays.]

10. Used independently.

"To TELL the truth, they had paid a visit to the duckyard, simply and solely to find food for themselves."—The Portuguese Duck : Andersen.

"To SAY truth now, the Roman under the unprovoked storm had the young Jew's sympathy."—Ben-Hur, Book II., Chap. 6.

11. In apposition.

"*It* is easy TO MAKE one's self comfortable."—The Portuguese Duck : Andersen.

"To BE, or not TO BE—*that* is the question."—Hamlet, III., I.

12. Bring in sentences illustrating the eight constructions of the infinitive given in this lesson.

XX.

Infinitives With the Construction of an Adjective.

"We had *time* TO GLANCE about us on that scene."—John Halifax, Gentleman, Chap. 6.

"'Tis a *consummation* devoutly TO BE WISH'D."—Hamlet, III., II.

Infinitives With the Construction of an Adverb.

1. Modifying a verb.

"I *went* TO BID good night to my father."—John Halifax, Gentleman, Chap. 5.

"You *came* here TO KILL me."—Ben-Hur, Book V., Chap. 16.

2. Modifying an adjective.

"In thy valor I am *ready* TO PUT my trust."—Zenobia, Letter III.

"People would be *slow* TO TRUST a clerk who looked like a mere boy."—John Halifax, Gentleman, Chap. 5.

3. Modifying an adverb.

"Now lies he there, and none *so* poor TO DO him reverence."—Julius Cæsar, III., II.

"Then the fowls arrived, and the cock was polite *enough* to-day TO KEEP from being rude."—The Portuguese Duck : Andersen.

4. Give the construction of the infinitives in the following sentences :

1. "He is too busy to be out of the tan-yard before midnight."—John Halifax, Gentleman, Chap. 5.

2. "Therefore, being accustomed to read my wrong or right in David's eyes, I remained perfectly passive."—John Halifax, Gentleman, Chap. 5.

3. "I'd be ashamed to come in the night to burn my master's house down."—John Halifax, Gentleman, Chap. 8.

4. "Dinah, having taken off her bonnet and shawl, had hitherto kept quietly seated in the background, not liking to thrust herself between Hetty and what was considered Hetty's proper work."—Adam Bede, Chap. 14.

5. "Nay, I think merely to bask and ripen is sometimes
The student's wiser business."—Under the Willows : Lowell.
 6. "Our present discourse is to be of the Great Man as Priest."—The Hero
as Priest : Carlyle.
 7. "It seems not to be so in the case of others."—Zenobia, Letter IV.
 8. "How he had even determined to sail that day in the Mayflower."—
Miles Standish : Longfellow.
 9. "They help to render men insensible to danger, suffering, and death."—
Zenobia, Letter IV.
 10. "Seth came in and began to remove some of the scattered things and
clear the small round deal table, that he might set out his mother's tea upon
it."—Adam Bede, Chap. 10.
 11. "I seem to see the black procession go."—Agassiz : Lowell.
 12. "With what joy I begin to read a poem, which I confide in as an inspira-
tion."—The Poet : Emerson.
 13. "How strange it seems, with so much gone
Of life and love, to still live on."—Snow Bound : Whittier.
 14. "Then we shall see at a glance whom we are to condemn, and whom we
are to admire."—Adam Bede, Chap. 17.
 15. "Life is a train of moods like a string of beads, and, as we pass through
them, they prove to be many colored lenses which paint the world their own
hue."—Experience : Emerson.
 16. "Of man's miraculous mistakes, this bears
The palm, that all men are about to live,
Forever on the brink of being born."—Procrastination : Young.
5. Bring in infinitives illustrating the constructions of the adjective and
the adverb given in this lesson.

XXI.

Participial Mode.

1. A participle is a verb which may have the construc-
tion of a noun or of an adjective, or may be used with an
auxiliary to form a finite mode.

Participles With the Construction of a Noun.

2. Subject of a verb.

"My *DECLARING* myself beaten, after this parley, *was* not an announce-
ment without preparation."—The Holy Tree : Charles Dickens.

"Their *VEERING* about, apparently without effort, and the shifting and
furling of their sails resembling huge wings, *filled* them with astonishment."
—Irving's *Life and Voyages of Columbus*, Book IV., Chap. 1.

3. Object of a finite verb.

"He could not *help* *PAUSING* to look at a curious, large beech which he had
seen standing before him at a turning in the road."—Adam Bede, Chap. 27.

"I can not *forbear* *THINKING* that there is such an intercourse and com-
merce with evil spirits, as that which we express by the name of witchcraft."
—Sir Roger de Coverly, Chap. 6.

4. Object of a preposition.

" 'Tis said he made some quaint rhymes,

On PLANTING the apple-tree."—The Planting of the Apple-tree : Bryant.

"But instead of GIVING you a confused report, I shall separate one thing from another."—Zenobia, Letter III.

5. Adverbial objective.

"I came *near* SAYING dear Egypt."—Ben-Hur, Book VII., Chap. 4.

"For twelve years after then we lived at Longfield, in such unbroken, uneventful peace, that looking back seems *like* LOOKING back over a level sea."—John Halifax, Gentleman, Chap. 29.

6. Used independently.

"Master says, sir—*begging* my lady's pardon for repeating it—but he says, my lady went out against his will, and she may come home when and how she likes."—John Halifax, Gentleman, Chap. 23.

"Saying these things—scarcely *checking* her steed—and before the rest of the party had quite come up—we darted on."—Zenobia, Letter VI.

Participles With the Construction of an Adjective.

7. Modifying a noun.

"The *state* of the case HAVING BEEN formally EXPLAINED to Mr. Snodgrass, and a *case* of satisfactory pistols, with the satisfactory accompaniments of powder, balls, and caps, HAVING BEEN HIRED from a manufacturer in Rochester, the two friends returned to their inn."—Pickwick Papers, Chap. 2.

"The *ring* BEING FORMED, two or three ride toward the horses."—Captur ing the Wild Horse : Irving.

8. Modifying a pronoun.

"And BEING TURNED, *I* saw seven golden candlesticks."—Rev., I : 12.

"Giafar was advancing to the house when he met Ganem ; but BEING DECEIVED by his appearance, *he* suffered him to pass without examination."—The History of Ganem : Arabian Nights.

9. Adverbial predicate.

"Honest Balt *would sit* SMOKING his evening pipe."—The Legend of Sleepy Hollow : Irving.

"Our ship *lay* TUMBLING in an angry sea."—On Board the '76 : Lowell.

10. Bring in sentences illustrating participles with the constructions of the noun and the adjective, given in this lesson.

XXII.

Give the construction of each participle in the following sentences :

1. "I had no opportunity of making any observation on the manners and customs of our neighbors."—John Halifax, Gentleman, Chap. 11.

2. "Ah ! then and there was hurrying to and fro."—Battle of Waterloo : Byron.

3. "How could he help feeling it."—Adam Bede, Chap. 27.

4. " 'I was a slave,' said the counsel of Somerset, speaking for his client."—Emancipation Address : Emerson.

5. "Occasionally a home-returning bee shot humming athwart the shade."—Ben-Hur, Book VII., Chap. 3.

6. "Having passed away the greatest part of the morning in hearing the knight's reflections, which were partly private and partly political, he asked me if I would smoke a pipe with him over a dish of coffee at Squire's."—Sir Roger de Coverly : Addison.

7. "Marshall'd once more at freedom's call,
They came to conquer or to fall."—Make Way for Liberty : Montgomery.

8. "I have sat for hours at my window, inhaling the sweetness of the garden."—The Alhambra by Moonlight : Irving.

9. "Upon talking with him afterward, he found that he could speak readily in three or four languages."—Sir Roger de Coverly, Chap. 9.

10. "So saying, I told him all that you already so well know in as few words as I could."—Zenobia, Letter III.

11. "I write to you from what is called the queen's Mountain Palace, being her summer residence."—Zenobia, Letter VI.

12. "And there was mounting in hot haste."—Battle of Waterloo : Byron.

13. "The law of the Lord is perfect, converting the soul."—Psalms, 19 : 7.

14. "'To be before the footlights,' continued the dismal man, 'is like sitting at a grand court show, and admiring the silken dresses of the gaudy throng.'"—Pickwick Papers : Dickens.

15. "So, closing his heart, the judge rode on."—Maud Muller : Whittier.

16. "The soft, dark calm in which she lived seemed never broken by the troubles of our troublous world."—John Halifax, Gentleman, Chap. 22.

17. "So saying, he dismissed them."—Paradise Lost, X., 410.

18. "And my confessing it harms no one."—John Halifax, Gentleman, Chap. 16.

19. "I can not help remarking the resemblance betwixt him and our author."—Pope.

20. "I sat wrapped in my cloak."—John Halifax, Gentleman, Chap. 4.

21. "This is the only sort of speech worth speaking."—The Hero as Prophet : Carlyle.

22. "'The instinctive desire,' continued Longinus, 'I can not but regard as being implanted by the Being who created us.'"—Zenobia, Letter V.

23. "The company, seated around the general board, evinced their dexterity in launching their forks at the fattest pieces in this mighty dish."—Knickerbocker Life in New York : Irving.

XXIII.

Tense.

1. **Tense** is that property of the verb which indicates the time of the action or being.

2. The study of tense has mainly to do with the forms of the verb, the indication of time being of little value. Hence we assign the verb six tenses, though there can be but three, strictly speaking.

3. The tenses assigned are *present*, *past*, *future*, *present perfect*, *past perfect*, and *future perfect*.

The Present Tense.

4. The present tense is that form of the verb which usually indicates present action or being.

Present Tense in the Respective Modes.

5. Present indicative, simple style.

"These *are* what I *want*."—Zenobia, Letter I.

"This is the ship of pearl which poets *feign*
Sails the unshadowed main."—The Chambered Nautilus: Holmes.

6. Present indicative, solemn style.

"Thou *goest* forth, dread, fathomless, alone."—Apostrophe to the Ocean: Byron.

"Also unto thee, O Lord, *belongeth* mercy: for thou *renderest* to every man according to his work."—Psalms, 62: 12.

7. Present indicative, emphatic style.

"Still, I *do* not *deny* that the contemplative race is a useful one in its way."—Zenobia, Letter VII.

"And *do* the seasons *gain* no grandeur or pathos from that analogy?"—Language: Emerson.

8. Present indicative, progressive style.

"'He is gone,' she thought, 'he is happy, he *is singing*
Hosanna in the highest.'"—Enoch Arden: Tennyson.

"I *am going* for a walk round the prison, and I wish you to attend me."—Pickwick Papers, Chap. 45.

9. Present indicative, passive voice.

"Here *are seen* no traces of man's pomp, or pride."—God's First Temples: Bryant.

"He woke, he rose, he spread his arms abroad,
Crying with a loud voice 'A sail! a sail!"

I *am saved*;' and so fell back and spoke no more."—Enoch Arden: Tennyson.

10. Present potential, simple style. The auxiliary signs are *may*, *can*, and *must*.

"He *may divest* himself of it; he *may creep* into a corner."—Beauty: Emerson.

"Those who are anxious to know the truth *can hear* it."—Zenobia, Letter I.

11. Present potential, solemn style.

"That thou *mayest regard* discretion, and that thy lips may keep knowledge."—Prov., 5: 2.

"Thou *canst make* me clean."—Matthew, 8: 22.

12. Present potential, passive voice.

"My answer *must be made*."—Julius Cæsar, I., III.

"Marvel not that I said unto thee, Ye *must be born* again."—St. John, 3: 7.

13. Present subjunctive, simple style. *Be* is used in the present subjunctive instead of *am*, *is*, or *are*, and the verb does not change its form on account of the person and number of its subject.

"Though he *slay* me, yet will I trust in him."—Job, 13 : 15.

"And if he *come* again, vext will he be

To find the precious morning hours were lost."—Enoch Arden : Tennyson.

14. Present imperative.

"*Tell* me not in mournful numbers."—A Psalm of Life : Longfellow.

"*Give* us this day our daily bread."—St. Matthew, 6 : 11.

15. Present infinitive, simple style.

"It was pleasant *to see* them."—John Halifax, Gentleman, Chap. 19.

"Know you what Cæsar means *to do* with me?"—Antony and Cleopatra, V., II.

16. Present infinitive, passive voice.

"It was a night beautiful to behold, but of an interest too painful almost *to be endured*."—Zenobia, Letter XIV.

"How much is *to be done*?"—Midnight Musings : Young.

17. Present active participle.

"The statutes of the Lord are right, *rejoicing* the heart."—Psalms, 19 : 8.

"'Just step there with me,' said Roker, *taking* up his hat with great alacrity."—Pickwick Papers, Chap. 42.

18. Present passive participle.

"The gloomy outside *being* once *passed*, the house looked wonderfully bright and neat."—John Halifax, Gentleman, Chap. 20.

"It *being decided* by the committee that the five pounds might be advanced, Mr. Weller produced that sum."—Pickwick Papers, Chap. 55.

19. Bring in sentences illustrating the present tense in the different modes, styles, and voices.

XXIV.

The Past Tense.

1. The past tense is that form of the verb which usually expresses past time.

2. The past indicative, simple style.

"I *rose* and prepared to leave the abbey."—Evening in Westminster Abbey : Irving.

"Here the company *laughed* a good deal, and the old gentleman who sits opposite *said* : 'That's it ! that's it !'"—The Autocrat of the Breakfast-table, Chap. 1.

3. The past indicative, solemn style.

"But thou *wert* with the angels, Muriel—Muriel."—John Halifax, Gentleman, Chap. 28.

"Sacrifice and offering thou *didst* not *desire*."—Psalms, 40 : 6.

4. The past indicative, emphatic style.

"Well, that is the best joke I ever *did hear*."—John Halifax, Gentleman, Chap. 19.

"You all did see that on the Lupercal,
I thrice presented him a kingly crown,
Which he *did* thrice *refuse*."—Julius Cæsar, III., II.

5. The past indicative, progressive style.

"Loosely against her masts *was hanging* and *flapping* her canvas."—The Courtship of Miles Standish : Longfellow.

"The buds of a new summer *were swelling* when he ripened."—The Autocrat of the Breakfast-table : Holmes.

6. The past indicative, passive voice.

"The humble boon *was soon obtained*,
The aged Minstrel audience gained."—The Lay of the Last Minstrel : Scott.

"We *were* then *shown* Edward the Confessor's tomb."—Sir Roger de Coverly : Addison.

7. The past potential, simple style. The auxiliary signs of the past potential are *might*, *could*, *would*, and *should*.

"I *should like* to commit him, but can not, because he is a nuisance."—The Autocrat of the Breakfast-table, Chap. 1.

"What readiest way *would bring* me to that place?"—Comus : John Milton.

8. The past potential, solemn style.

"Thou *couldst have* no power at all against me, except it were given thee from above."—John, 19 : II.

"O thievish Night, why *shouldst* thou, but for some felonious end,
In thy dark lantern thus *close up* the stars?"—Comus : John Milton.

9. The past potential, progressive style.

"It is beyond all hope, against all chance,
That he who left you ten long years ago
Should still be living."—Enoch Arden : Tennyson.

"We kept them far away on the other side of the house—out of the house when possible ; but still they *would be coming* back."—John Halifax, Gentleman, Chap. 25.

10. The past potential, passive voice.

"Why *should* not the same power *be turned* to account in a cloth-mill?"—John Halifax, Gentleman, Chap. 20.

"It *might be worked* by steam."—John Halifax, Gentleman, Chap. 20.

11. The past subjunctive, simple style. The past subjunctive expresses present time, and the verb takes the form required by a subject of the plural number.

"I always feel as if I *were* a cobbler, putting new top-leathers to an old pair of boot-soles and bodies."—The Autocrat of the Breakfast-table, Chap. 1.

"He thought, even yet, the sooth to speak,
That if she *loved* the harp to hear,
He could make music to her ear."—The Lay of the Last Minstrel : Scott.

12. The past subjunctive, progressive style.

"I am just as much thy tyrant as if I *were living* here still."—John Halifax, Gentleman, Chap. 20.

13. The past subjunctive, passive voice.

"Thou couldest have no power at all against me, except it *were given* thee from above."—John, 19: 11.

14. The past active participle is the third principal part of the verb. The past active participle is sometimes used in predicate, though rarely participially, generally being used with an auxiliary to form a finite verb.

"All the summer days at Enderly were *gone*."—John Halifax, Gentleman, Chap. 16.

"The melancholy days are *come*, the saddest of the year."—The Death of the Flowers: Bryant.

15. The past passive participle.

"*Marshalled* once more at Freedom's call,

They came to conquer or to fall."—Make Way for Liberty: Montgomery.

"I sat *wrapped* in my cloak."—John Halifax, Gentleman, Chap. 4.

16. Bring in sentences illustrating each form of the past tense given in this lesson.

XXV.

Future Tense.

1. The future tense is that form of the verb which expresses futurity of action or being. This tense is found only in the indicative mode, and its auxiliary signs are *shall* and *will*.

2. The future, simple style.

"I *will tell* you my rule."—The Autocrat of the Breakfast-table, Chap. 6.

"The righteous *shall flourish* like the palm tree."—Psalms, 92: 12.

3. The future, solemn style.

"Thou *shalt heap* coals of fire upon his head, and the Lord shall reward thee."—Prov., 25: 22.

"If thou *wilt make* an altar of stone, thou *shalt not build* of hewn stone."—Ex., 20: 25.

4. The future, progressive style.

"Blessed are they that dwell in thy house: they *will be still praising* thee."—Psalms, 84: 4.

"Two women *shall be grinding* at the mill; the one shall be taken, and the other left."—Matthew, 24: 41.

5. The future, passive voice.

"He that putteth his trust in the Lord *shall be made fat*."—Prov., 28: 25.

"Then shall two be in the field; the one *shall be taken*, and the other left."—St. Matthew, 24: 40.

Present Perfect Tense.

6. The present perfect tense is that form of the verb which expresses action or being usually completed in present time.

7. The present perfect indicative, simple style.

"He *has made* himself poor in order to pay his own and his father's debts."—John Halifax, Gentleman, Chap. 37.

"They *have left* unstained what there they found,—Freedom to worship God."—Landing of the Pilgrim Fathers: Mrs. Hemans.

8. The present perfect indicative, solemn style.

"Thou also *hast had* thy crown of thorns,—Thou also *hast had* the world's buffets and scorns."—Vision of Sir Launfal: Lowell.

"Lord, thou *hast been* our dwelling place in all generations."—Psalms, 90: 1.

9. The present perfect indicative, progressive style.

"Lady Oldtower *has been wanting* them both for sometime."—John Halifax, Gentleman, Chap. 34.

"Edwin *has been teaching* you? Very well."—John Halifax, Gentleman, Chap. 34.

10. The present perfect indicative, passive voice.

"He *has been* too much *occupied* in business matters to write home frequently."—John Halifax, Gentleman, Chap. 35.

"The notions which *have been formed* of me are various."—Sir Roger de Coverly, Chap. 10.

11. The present perfect potential, simple style.

The auxiliary signs of the present perfect potential are *may have*, *can have*, and *must have*.

"'No!' he muttered, 'she *can not have sinned*.'"—Lucile, VI., 18.

"At the foot of these fairy mountains, the voyager *may have descried* the light smoke curling up from the village."—Rip Van Winkle: Irving.

12. The perfect infinitive, active voice. The auxiliary sign of the perfect infinitive is *to have*.

"I hold it true, whate'er befall;
I feel it, when I sorrow most,
'Tis better *to have loved* and lost
Than never *to have loved* at all."—In Memoriam, XXVII.

"Ought not Christ *to have suffered* these things?"—Luke, 24: 26.

13. The perfect infinitive, passive voice.

"He seemed *to have been born* in them."—Beaten Paths, Chap. 6.

"The sick earl was *to have been carried* to Dunbarton and detained in solitary confinement."—Scottish Chiefs, Chap. 9.

14. The perfect active participle, active voice. The auxiliary sign of the perfect active participle is *having*.

"Dinah *having taken* off her bonnet and shawl, had hitherto kept quietly seated in the background."—Adam Bede, Chap. 14.

"*Having passed* away the greatest part of the morning in hearing the knight's reflections, which were partly private and partly political, he asked me if I would smoke a pipe with him over a dish of coffee at Squire's."—Sir Roger de Coverly : Addison.

15. The perfect passive participle. The auxiliary sign of the perfect passive participle is *having been*.

"Liberty *having been granted* me, my last request was for permission to see Milendo, the metropolis."—A Voyage to Lilliput : Swift.

"A jar of honey *having been upset* in a housekeeper's room, a number of flies were attracted by its sweetness."—The Flies and the Honey Pot : Æsop.

16. Bring in sentences illustrating each form of the future and the present perfect tense given in this lesson.

XXVI.

The Past Perfect Tense.

1. The past perfect tense is that form of the verb which expresses action or being usually completed at or before some past time.

2. *Had* is the auxiliary sign of the past perfect indicative ; *might have*, *could have*, *would have*, and *should have* are the auxiliary signs of the past perfect potential.

3. The past perfect indicative, simple style.

"They *had gone* into the wars."—The Valley of Unrest : E. A. Poe.

"For all averred I *had killed* the bird

That made the breeze to blow."—Ancient Mariner : S. T. Coleridge.

4. The past perfect indicative, progressive style.

"They *had been moving* from fair to fair about the kingdom, and were the next morning to set out on their way to London."—Tales of a Traveler : Irving.

5. The past perfect indicative, passive voice.

"The prisoners who *had been taken* with Montgomery were lodged behind the town."—Scottish Chiefs, Chap. 34.

"I *had been sent* to this place at so tender an age as soon to lose all distinct recollection of the scenes."—The Young Traveler : Irving.

6. The past perfect potential, simple style.

"Could Wallace have wept, it *would have been* then."—Scottish Chiefs, Chap. 6.

"Peter *might have known*, and very likely did, the inside of a pawnbroker's."—Christmas Stories : Dickens.

7. The past perfect potential, passive voice.

"He and his mamma knew very few people, and lived what *might have been thought* very lonely lives."—Little Lord Fauntleroy, Chap. 1.

The Future Perfect Tense.

8. The future perfect tense expresses action or being that will be completed at or before some future time. The signs of this tense are *shall have* and *will have*, and it is found only in the indicative mode.

"And when both we and our children *shall have been consigned* to the house appointed for all living, may love of country and pride of country glow with equal fervor among those to whom our names and our blood *shall have descended*."—The Bunker Hill Monument Orations: Daniel Webster.

"Ye *shall not have gone* over the cities of Israel, till the Son of Man be come."—Matthew, 10: 23.

XXVII.

1. Give the style, voice, mode, and tense of each verb in the following sentences :

1. "The moping owl does to the moon complain."—Elegy in a Country Churchyard: Gray.

2. "It would have been flat heresy to do so."—Christmas Stories: Dickens.

3. "It must have been occasioned by some extraordinary accident."—Arabian Nights.

4. "Hard by the farm house was a vast barn that might have served for a church."—Legend of Sleepy Hollow: Irving.

5. "I had hoped to have procured you some oysters from Britain."—Last Days of Pompeii, Chap. 3.

6. "There is a pleasure in the pathless woods."—Apostrophe to the Ocean: Lord Byron.

7. "If left to himself, he would have whistled life away, in perfect contentment."—Rip Van Winkle: Irving.

8. "Wallace would have blushed to have shown himself to the free born deer of his native hills."—Scottish Chiefs, Chap. 1.

9. "Let man but hope, and thou art straightway chilled
With thought of that drear silence and deep night
Which, like a dream, shall swallow thee and thine."—Prometheus:
Lowell.

10. "Human foot had not been planted."—Curfew Must Not Ring To-night.

11. "Tell me the plain truth."—John Halifax, Gentleman, Chap. 16.

12. "She is leaving Norton Bury."—John Halifax, Gentleman, Chap. 18.

13. "He now suspected that the grave roysters of the mountains had put a trick upon him and, having dosed him with liquor, had robbed him of his gun."—Rip Van Winkle: Irving.

14. "I thought that I had died in sleep, and was a blessed ghost."—The Ancient Mariner: S. T. Coleridge.

15. "I had stood on that bridge at midnight,
And gazed on that wave and sky."—The Bridge: Longfellow.

16. "Ah, well ! for us all some sweet hope lies
Deeply buried from human eyes."—Maud Muller: Whittier.

17. "Oh, lad, if I could only die."—John Halifax, Gentleman, Chap. 18.

18. "We might be still as happy as God grants to any of his creatures."—*Enoch Arden* : Tennyson.

19. "Thou shalt not be afraid of the terror by night."—*Psalms*, 91 : 5.

20. "But this beauty of Nature which is seen and felt as beauty, is the least part."—*Beauty* : Emerson.

21. "Thou shalt not steal."—*Exodus*, 20 : 15.

22. "So my cousin is your wife, I think you were saying."—*John Halifax*, Chap. 19.

23. "The last beams of day were now faintly streaming through the painted windows in the high vaults above me."—*Evening in Westminster Abbey* : Irving.

24. "It was not difficult, for that sort of game was played all over England."—*John Halifax, Gentleman*, Chap. 24.

25. "The souls did from their bodies fly,—
They fled to bliss or woe !" — *Ancient Mariner* : Coleridge.

26. "Thou that didst uphold me on my lonely isle,
Uphold me, Father, in my loneliness a little longer."—*Enoch Arden* : Tennyson.

27. "But people who go voluntarily to law, or are taken forcibly there for the first time, may be allowed to labor under some temporary irritation, and anxiety."—*Pickwick Papers*, Chap. 33.

28. "But if a blow were given for such a cause, and death ensued, the jury would be judges both of the facts and of the pun."—*The Autocrat of the Breakfast-table*, Chap. 1.

29. "Say not, I will do so to him as he hath done to me."—*Proverbs*, 24 : 29.

30. "Few, few shall part where many meet !" — *Hohenliuden* : Thomas Campbell.

31. "Now he is gone."—*The Elf of the Rose* : Andersen.

32. "I object not to that, nor to what thou sellest."—*Zenobia*, Letter I.

33. "Yea, I sought him, but he could not be found."—*Psalms*, 37 : 36.

34. "I wish I could try—it were only practicable."—*John Halifax, Gentleman*, Chap. 20.

35. "The one shall be taken, and the other left."—*Matthew*, 24 : 41.

36. "It is a village of great antiquity, having been founded by some of the Dutch colonists, in the early times of the province."—*Rip Van Winkle* : Irving.

37. "That which hath been is now; and that which is to be hath already been."—*Ecclesiastes*, 3 : 15.

38. "He seem'd, as in a nightmare of the night,
To see his children, leading evermore
Low miserable lives of hand to mouth."—*Enoch Arden* : Tennyson.

39. "If thou canst do anything, have compassion on us, and help us."—*St. Mark*, 9 : 22.

40. "And I must be from thence !" — *Macbeth*, IV., III.

41. "Flowers and vegetables living in comfortable equality and fraternity, none being too choice to be harmed by his neighbors."—*John Halifax, Gentleman*, Chap. 21.

42. "Hastening to his father's court, he paid his best respects."—*Pickwick Papers*, Chap. 36.

43. "At length, these weighty matters being arranged, a day was fixed for transferring the stock."—*Pickwick Papers*, Chap. 55.

44. "If the Lord be God, follow him."—*I. Kings*, 18 : 21.

2. Bring in sentences illustrating the forms of the past perfect and the future perfect tense given in this lesson.

XXVIII.

Kinds of Verbs, as to Use.

1. As to use, verbs are *transitive* and *intransitive*.

2. A **transitive verb** is one that requires an object.

3. Observe that the term *object* is not necessarily the grammatical object. Passive verbs are transitive ; yet there are few passive verbs that take grammatical objects. The object of the active verb usually becomes the subject of the passive verb ; this subject, however, remains the object or receiver of the action.

"Time, the tomb-builder, HOLDS his fierce *career*."—The Closing Year : Geo. D. Prentice.

"No *man* CAN BE TREATED frankly in this world unless he himself be frank."—Reproduction in Kind : Holland.

4. An **intransitive verb** is one which does not require an object to complete the sense.

"He *seems* a clergyman."—Main Street : Hawthorne.

"On Horeb's rock the prophet *stood*."—Elijah's Interview : Campbell.

Kinds of Verbs, as to Form.

5. As to form, verbs are *regular*, *irregular*, *defective*, and *redundant*.

6. A **regular verb** is one whose past indicative and past participle are formed by adding *ed* to the present tense ; as, live, lived, lived ; talk, talked, talked ; call, called, called.

7. An **irregular verb** is one whose past indicative and past participle are not formed by adding *ed* to the present tense ; as, see, saw, seen ; write, wrote, written ; teach, taught, taught.

8. A **defective verb** is one which lacks some of its principal parts. Defective verbs have no participles.

List of defective verbs :

<i>Present.</i>	<i>Past.</i>	<i>Present.</i>	<i>Past.</i>
Beware,	—.	Can,	could.
May,	might.	Must,	—.
Ought,	ought.	—,	quoth.
Shall,	should	Will,	would.

9. A **redundant verb** is one which has more than one form in the past tense or past participle ; as,

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
sing,	sang,	sung.
	sung,	
plead,	pleaded,	pleaded.
	pled,	pled.
dream,	dreamed,	dreamed.
	dreamt,	dreamt.

10. Write a list of ten verbs, marked in the dictionary as transitive only.

11. Write a list of ten verbs, marked as intransitive only.

12. Write a list of ten verbs, marked as either transitive or intransitive.

13. Write a list of ten regular verbs, and give the principal parts of each. Use the dictionary.

14. Write a list of ten irregular verbs, and give the principal parts of each. Use the dictionary.

15. Write a list of ten redundant verbs, give the principal parts of each, and notice carefully the forms that are preferred in the dictionary.

16. **Note.**—The student is referred to the dictionary, as he should always go to it to get an accurate knowledge of words. Use a standard dictionary and one that has lately been revised.

Observation.—It is a very great mistake to suppose that all words in the dictionary are good. Words must be reputable, national, and present. If not reputable, words are marked *low* or *vulgar* ; if not national, they are marked *provincial* or *colloquial* ; if not present, they are marked *rare*, *obsolescent*, or *obsolete*. "The dictionary is a home for living words, a hospital for the dying, and a cemetery for the dead."

XXIX.

The Adverb.

1. An **adverb** is a word which modifies the meaning of a verb, an adjective, or an adverb.

"The Judge *rode* **SLOWLY** down the lane."—Maud Muller : Whittier.

"They were **TOO** *earnest* to be rhetoricians."—Ideas the Life of People : Geo. W. Curtis.

"The wind-flower and the violet, they perished **LONG** *ago*."—The Death of the Flowers : Bryant.

Classes of Adverbs, as to Meaning.

2. As to meaning, there are adverbs of *manner*, *place*, *time*, *degree*, and *cause*.

3. Adverbs of manner.—So, thus, well, badly, easily, no, yes, how, certainly, truly, indeed, perhaps, possibly, etc.

4. Adverbs of place.—Here, there, where, above, up, etc.

5. Adverbs of time.—When, now, to-day, then, ago, thrice, etc.

6. Adverbs of degree.—Much, enough, nearly, too, quite, etc.

7. Adverbs of cause.—Why, wherefore, therefore, hence, etc.

The Conjunctive Adverb.

8. A conjunctive adverb is one which connects clauses.

"Go *where* glory waits thee."—Moore's Irish Melodies.

"*When* thou hearest, forgive."—I. Kings, 8 : 30.

"*Whither* thou goest, I will go."—Ruth, 1 : 16.

Constructions of the Adverb.

9. Modifying a finite verb.

The lowing herd *winds* SLOWLY o'er the lea."—Gray's Elegy.

"We *were* IMMEDIATELY conducted into the little room on the right hand."—Sir Roger de Coverly : Addison.

10. Modifying a participle.

"Its yellow rays partly illumined the spacious kitchen, *dying* DUSKILY AWAY into remote corners."—The Inn Kitchen : Irving.

"STRICTLY *speaking*, the last question was irrelevant."—The Chimes : Charles Dickens.

11. Modifying an adjective.

"His giantship is gone. SOMEWHAT *crestfallen*."—Milton.

"He really looks QUITE *concerned*."—Landor.

12. Modifying an adverb.

"He goes too *far*."—Hyperion, Book II., Chap. 8.

"Why do you cry and weep so *bitterly*?"—Christian Merchant, Arabian Nights.

13. Modifying a prepositional phrase.

"That I am he, let me a little show it, EVEN *in this*."—Julius Cæsar, III., II.

"His inattention to the little forms of society, and an awkward and embarrassed manner on first acquaintance were MUCH *against him*."—Mountjoy : Irving.

14. Modifying a clause.

"His enemies were pleased, for he had acted EXACTLY as their interests required."—Bancroft.

"JUST as I am, Thou wilt receive."—Charlotte Elliott.

15. Point out the adverbs in the following sentences, and tell what each modifies :

1. "Far below him the Tappan Zee spread its dusky and indistinct waste of waters, with here and there the tall masts of a sloop riding quietly at anchor under the land."—The Legend of Sleepy Hollow : Irving.

2. "I was very much delighted with the reflection of my old friend, which carried so much goodness in it."—Sir Roger de Coverly : Addison.

3. "He was a little too apt to catch the impulse and be hurried away with us."—Mountjoy : Irving.

4. "So the multitude comes, even those we behold,
To repeat every tale that has often been told."—Oh! Why Should the Spirit of Mortal be Proud? Knox.

5. "We steadfastly gazed on the face of the dead,
And we bitterly thought of the morrow."—The Burial of Sir John Moore : Wolfe.

6. "So, closing his heart, the Judge rode on."—Maud Muller : Whittier.

7. "He stood nearly six feet and as many inches in his shoes."—The Pilot : Cooper.

8. "Be not afraid"—St. Matthew, 14 : 27.

9. "O give me back my childhood days."—The Two Roads : Richter.

10. "Jesus sayeth unto her, Woman, why weepest thou? whom seekest thou? She, supposing him to be the gardener, sayeth unto him, Sir, if thou have borne him hence, tell me where thou hast borne him, and I will take him away."—St. John, 20 : 15.

11. "And truly they seem to me always,
More like the beautiful rivers that watered the garden of Eden."—Courtship of Miles Standish : Longfellow.

12. "The god Pan guided my hand just to the heart of the beast."—Sir P. Sidney.

13. "Prize not your life for other ends
Than merely to oblige your friends."—Swift.

14. "And to be loved himself, needs only to be known."—Dryden.

15. "Thou shalt surely die."—Ezekiel, 33 : 18.

16. "Nothing in my hand I bring,
Simply to Thy cross I cling."—Rock of Ages : Augustus M. Toplady.

17. "Perhaps, in this neglected spot is laid some heart."—Gray's Elegy.

16. Bring in sentences illustrating the constructions of the adverb given in this lesson.

XXX.

The Preposition.

1. A preposition is a word which connects its object, in an adjective or adverbial sense, with some other word.

"His words were shed softer than *leaves* FROM THE PINE."—Vision of Sir Launfal : Lowell.

"An aged man *was standing* AT A WINDOW."—The Two Roads : Richter.

The Phrase.

2. A phrase is a group of related words having the construction of a noun, an adjective, or an adverb, but not expressing a thought.

"Paul *was* ABOUT TO OPEN HIS MOUTH."—Acts, 18 : 14.

"MY DECLARING MYSELF BEATEN *was* not an *announcement* WITHOUT PREPARATION."—The Holy Tree : Charles Dickens.

"I am *weary* OF THE BEWILDERING MASQUERADE."—The Spanish Student : Longfellow.

3. There are three classes of phrases, *prepositional*, *infinitive*, and *participial*.

4. A prepositional phrase is one which is introduced by a preposition.

5. An infinitive phrase is one which is introduced by an infinitive.

6. A participial phrase is one which is introduced by a participle.

7. Observe that infinitive and participial phrases are treated under the infinite modes—Lessons XIX.—XXII.

8. Prepositional phrases may be either *adjective* or *adverbial*.

9. An adjective phrase is one which has the construction of an adjective.

10. An adverbial phrase is one which has the construction of an adverb.

Constructions of the Prepositional Phrase.

11. Modifying a noun.

"The *buds* OF A NEW SUMMER were swelling when he ripened."—The Autocrat of the Breakfast-table : Holmes.

"The *door* OF THE HOUSE is open and an elderly woman is looking out."—Adam Bede, Chap. 4.

12. Modifying an adjective.

"What do you find *worthy* OF YOUR OWN OR YOUR LADY'S FINGER?"—Zenobia, Letter I.

"And when Jesus *was* come into Peter's house, he saw his wife's mother laid, and *sick* OF A FEVER."—St. Matthew, 8 : 14.

13. Modifying a finite verb.

"He *may creep* INTO A CORNER."—Beauty : Emerson.

"Marvel not that I *said* UNTO THEE, Ye must be born again."—St. John, 3 : 7.

14. Modifying an infinitive.

"We had time *to glance* ABOUT US."—John Halifax, Gentleman, Chap. 6.

"I'd be ashamed *to come* IN THE NIGHT."—John Halifax, Gentleman, Chap. 8.

15. Modifying a participle.

"I was a slave," said the counsel of Somerset, *speaking* FOR HIS CLIENT."—Emancipation Address: Emerson.

"A jar of honey *having been upset* IN A HOUSEKEEPER'S ROOM, a number of flies were attracted by its sweetness."—The Flies and the Honey Pot: Æsop.

16. Give the modification of each prepositional phrase in the following sentences :

1. "No man is born into the world whose work is not born with him."—A Glance Behind the Curtain: Lowell.

2. "Having passed away the greatest part of the morning in hearing the knight's reflections, which were partly private and partly political, he asked me if I would smoke a pipe with him over a dish of coffee at Squire's."—Sir Roger de Coverly: Addison.

3. "The sick earl was to have been carried to Dunbarton."—Scottish Chiefs, Chap. 9.

4. "The rays of the setting sun fell bright upon her dark glances."—The Pilot: Cooper.

5. "Vast meadows stretched to the eastward,
Giving the village its name, and pastures to flocks without number."—Evangeline: Longfellow.

6. "I am going for a walk around the prison."—Pickwick Papers, Chap. 45.

7. "If thou wilt make an altar of stone, thou shall not build of hewn stone."—Ex., 20: 25.

8. "At the foot of these fairy mountains, the voyager may have descried the light smoke curling up from the village."—Rip Van Winkle: Irving.

9. "Thou shalt heap coals of fire upon his head."—Proverbs, 25: 22.

10. "I could not help being rather short with him."—David Copperfield, Chap. 25.

11. "We build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round."—Gradatim: Holland.

12. "I follow the example of my general, who would willingly be the friend of all mankind."—Scottish Chiefs, Chap. 34.

17. Bring in sentences illustrating each construction of the prepositional phrase given in this lesson.

XXXI.

The Conjunction.

1. A conjunction is a word which connects words, phrases, and clauses.

2. **Observation.**—*That* has a peculiar introductory value, and it is better to consider *as* an introductory conjunction than to form bungling expressions by supplying ellipses.

"I know *that* my Redeemer liveth."—Job, 19: 25.

"Nor could I regard him *as* a safe counsellor in the affairs of this government."—Liberty and Union: Daniel Webster.

Classes of Conjunctions.

3. There are two classes of conjunctions, *co-ordinate* and *subordinate*.

4. A **co-ordinate conjunction** is one which connects words, phrases, independent clauses, or dependent clauses of the same construction.

5. A **subordinate conjunction** is one which serves as a connective between a dependent clause and an independent clause.

6. List of the principal co-ordinate conjunctions.

and,	but,	nevertheless,	neither,
also,	else,	notwithstanding,	or,
as well as,	either,	nor,	still.
yet,			

7. List of the principal subordinate conjunctions.

as,	for,	provided,	than,
although,	if,	since,	unless,
because,	inasmuch as,	though,	whether,
except,	lest,	that,	whereas.

8. **Correlative conjunctions** are those which are used in pairs ; as,

both and,	either or,	neither nor,
whether or,	if then,	though.

Constructions of the Conjunction.

9. **Connecting nouns.**

"The *windflower* AND the *violet*, they perished long ago."—The Death of the Flowers : Bryant.

"If man's convenience, *health* OR *safety* interfere, his *rights* AND *claims* are permanent."—Cowper.

10. **Connecting nouns and pronouns.**

"We are two travelers, *Roger* AND *I*."—The Vagabonds : J. T. Trowbridge.

11. **Connecting adjectives.**

This *new* AND *gorgeous* garment, majesty, sits not so easy on me as you think."—Henry IV., Part 2, V., 2.

12. **Connecting finite verbs.**

"He himself *entered* into the synagogue, AND *reasoned* with the Jews."—The Acts, 18 : 19.

"*Sink* OR *swim*, *live* OR *die*, *survive* OR *perish*, I give my *hand* AND *heart* to this vote."—Supposed Speech of John Adams : Daniel Webster.

13. Connecting infinitives.

"*To be*, OR *not to be*—that is the question."—Hamlet, III., I.

14. Connecting participles.

"No man lives without *jostling* OR *being jostled*."—Carlyle.

15. Connecting adverbs.

"Ah! *then* AND *there* was hurrying *to* AND *fro*."—Battle of Waterloo : Byron.

"*Slowly* AND *sadly* they laid him down."—The Burial of Sir John Moore : Charles Wolfe.

16. Connecting phrases.

"Thus dwelt together in love these simple Acadian farmers,—
Dwelt in the love *of God* AND *of man*."—Evangeline : Longfellow.

17. Connecting independent clauses.

"*I am going for a walk round the prison*, AND *I wish you to attend me*."—Pickwick Papers, Chap. 45.

"*We carved not a line*, AND *we raised not a stone*,
BUT *we left him alone in his glory*."—Burial of Sir John Moore : Wolfe.

18. Connecting dependent clauses with independent clauses.

"*Thou couldest have no power at all against me*, EXCEPT *it were given thee from above*."—John, 19 : 11.

"THOUGH *he slay me*, yet will I trust in him."—Job, 13 : 15.

19. Give the construction of each conjunction in the following sentences :

1. "I should like to commit him, but can not, because he is a nuisance."—The Autocrat of the Breakfast-table, Chap. 1.

2. "My thoughts built higher mountains than I ever found."—Childhood and Youth : Holland.

3. "I object not to that, nor to what thou sellest."—Zenobia, Letter I.

4. "Can storied urn, or animated bust,
Back to its mansion call the fleeting breath?"—Gray's Elegy.

5. "I could not make him understand what I wanted, if I woke him now."—Pickwick Papers, Chap. 1.

6. "I'll read you a matter deep and dangerous."—Henry IV., Part I., I., 3.

7. "I was a child, and she was a child."—Annabel Lee : Poe.

8. "The happy camels reach the spring,
But Sir Launfal sees only the grewsome thing."—Vision of Sir Launfal : Lowell.

9. "They became more and more remote and tender."—Christmas Eve : Irving.

10. "Love not sleep, lest thou come to poverty."—Prov., 20 : 13.

20. Bring in sentences illustrating the conjunction in each construction given in this lesson.

The Interjection.

21. An interjection is a word which expresses emotion or feeling.

22. List of the principal interjections.

ah,	fudge,	huzzah,	O,
alas,	fie,	hist,	oh,
adieu,	ha,	humph,	poh,
alack,	ho,	hush,	pooh,
avaunt,	halloo,	heigho,	pshaw,
aha,	hello,	heydey,	tush.
bravo,	hurrah,	hail,	

XXXII.

The Sentence.

1. **A sentence** is the expression of a thought in words.

"On Horeb's rock the prophet stood."—Elijah's Interview : Campbell.

"Behold an emblem of thy life."—The Two Roads : Jean Paul Richter.

Terms.

2. **The subject of a sentence** is the part of which something is thought.

"*The troops of King Edward* lay overpowered with wine."—Scottish Chiefs, Chap. 54.

"Did not *my dear father* take advantage of this sanctuary?"—Scottish Chiefs, Chap. 10.

3. **The predicate of a sentence** is the part which tells what is thought.

"*What did you hear ?*"—Ben-Hur, Book II., Chap. 1.

"*How I loved that gracious boy !*"—Rienzi's Address to the Romans : Mitford.

4. **The object** is the part of the predicate which receives the act.

"Who can forgive *sins ?*"—St. Mark, 2 : 7.

"No aid could reach *him*."—The Main Truck : Colton.

5. **A simple subject** is one which has no modifiers.

"*Ben-Hur* was proceeding to further speech."—Ben-Hur, Book IV., Chap. 6.

"*I* married me a wife."—The Canterbury Pilgrims : Hawthorne.

6. **A simple predicate** is one which has no modifiers.

"*Jesus wept*."—John, 11 : 35.

"*Great Cæsar fell*."—Julius Cæsar, III., 2.

7. **A complex subject** is the simple subject with its modifiers.

"*Time, the tomb-builder*, holds his fierce career."—The Closing Year : Geo. D. Prentice.

"*This new and gorgeous garment, majesty*, sits not so easy on me as you think."—Henry IV., Part 2, V., 2.

8. **A complex predicate** is the simple predicate with its modifiers.

"We *build the ladder by which we rise*."—Gradatim : Holland.

"Wisdom *hath builded her house*."—Prov., 9 : 1.

9. **A compound subject** is one which consists of two or more simple or complex subjects.

"*Peter and John* went up together into the temple."—Acts III., I.

"*Dr. Slammer and his friends* repaired to the barracks."—Pickwick Papers, Chap. 2.

10. **A compound predicate** is one which consists of two or more simple or complex predicates.

"*I rose and prepared to leave the abbey*."—Evening in Westminster Abbey : Irving.

"So saying, he *put his umbrella under his arm, drew off his right glove, and extended the hand of reconciliation to that most indignant gentleman*."—Pickwick Papers, Chap. 53.

11. **A clause** is that part of a sentence which contains a subject and finite verb.

"*I thrice presented him a kingly crown,
Which he did thrice refuse*."—Julius Cæsar, III., II.

"*My thoughts built higher mountains than I ever found*."—Childhood and Youth : Holland.

Classes of Sentences, as to Meaning.

12. **As to meaning**, sentences are *declarative, interrogative, imperative, and exclamatory*.

13. **A declarative sentence** is one which affirms or denies.

"We must bow to Grimm in matters etymological."—Hero as Divinity : Carlyle.

"Words without thoughts never to Heaven go."—Hamlet, III., 3.

14. **An interrogative sentence** is one which asks a question.

"Whose is this image and superscription?"—St. Mark, 12 : 16.

"Do ye not know some spot where mortals weep no more?"—The Inquiry : Charles Mackay.

15. **An imperative sentence** is one which expresses a command or an entreaty.

"Let us then be what we are and speak what we think."—The Courtship of Miles Standish : Longfellow.

"Give us this day our daily bread."—St. Matthew, 6 : 11.

16. **An exclamatory sentence** is one which expresses thought in an interjectional manner.

"God bless my brother and the star !"—A Child's Dream of a Star : Charles Dickens.

"How every motion is watched from below !"—One Niche the Highest : Elihu Burritt.

Classes of Sentences, as to Structure.

17. As to structure, sentences are *simple*, *complex*, and *compound*.

18. A **simple sentence** is one which expresses a single thought.

"The beggar is taxed for a corner to die in."—Vision of Sir Launfal : Lowell.

"What gift hath the world like thee ?"—The Sunbeam : Mrs. Hemans.

"Get thee hence, Satan."—Matthew, 4 : 10.

"Ah, it has cheated me so sore !"—The World for Sale : Ralph Hoyt.

19. A **complex sentence** is one which contains a dependent clause.

"The knight, therefore, stretched himself for repose upon a rich couch *with which the tent was provided*."—Ivanhoe, Chap. 11.

"O my father, place me once more at the crossway of life, *that I may choose the better road* !"—The Two Roads : Jean Paul Richter.

"I know *that my Redeemer liveth*."—Job, 19 : 25.

20. A **compound sentence** is one which contains two or more independent clauses.

"My judgment approves this measure, and my whole heart is in it."—Supposed Speech of John Adams : Daniel Webster.

"Man is unjust, but God is just."—Evangeline : Longfellow.

21. **Observation.**—Combining sentences as to structure and as to meaning, there are twelve kinds of sentences ; as follows : *simple declarative*, *simple interrogative*, *simple imperative*, *simple exclamatory* ; *complex declarative*, *complex interrogative*, *complex imperative*, *complex exclamatory* ; *compound declarative*, *compound interrogative*, *compound imperative*, *compound exclamatory*.

22. Bring in the twelve kinds of sentences named in observation 21.

XXXIII.

Classify the following sentences, both as to structure and as to meaning ; and name the simple, complex, and compound subjects and predicates :

1. "He may conquer the body, but the soul of a patriot he can never subdue."—Scottish Chiefs, Chap. 46.

2. "The discourse extremely affected me and called to my mind the mate of the ship's joy."—Robinson Crusoe.

3. "What is the use of my saying what some of these opinions are?"—Autocrat of the Breakfast-table, Chap. 2.

4. "May I entertain any hopes, or must I die with despair?"—Aladdin, Arabian Nights.

5. "Harness me down with your iron bands."—The Song of the Steam : Geo. W. Cutter.

6. "My son, give me thine heart, and let thine heart observe my ways."—Proverbs, 23 : 26.

7. "A quiet smile played round his lips."—Building of the Ship : Longfellow.

8. "To kinder skies, where gentler manners reign, I turn."—The Traveler : Goldsmith.

9. "In the beginning God created the heaven and the earth."—Genesis, 1 : 1.

10. "No being acts more rigidly from rule than the Indian."—Traits of Indian Character : Irving.

11. "Must we in all things look for the how, and the why, and wherefore?"—Evangeline : Longfellow.

12. "My hour is almost come when I to sulphurous and tormenting flames must render up myself."—Hamlet.

13. "Strongly built were the houses, with frames of oak and of hemlock,
Such as the peasants of Normandy built in the reign of the Henries."—
Evangeline : Longfellow.

14. "Ye stand here now like giants, as ye are !"—Spartacus to the Gladiators at Capua : E. Kellogg.

15. "Go forth under the open sky, and list to nature's teachings."—Thanatopsis : Bryant.

16. "We live in what may be called the early age of this great continent."—Bunker Hill Monument Orations : Webster.

17. "Ichabod was a suitable figure for such a steed."—The Legend of Sleepy Hollow : Irving.

18. "So the multitude comes, even those we behold,
To repeat every tale that has often been told."—Oh! Why Should the
Spirit of Mortal be Proud? Knox.

19. "Behold what manner of love the Father hath bestowed upon us, that we should be called the sons of God."—I. John, 3 : 1.

20. "Therefore, friend Sancho, let not that trouble thee which gives me pleasure, nor endeavor to make a new world or throw knight-errantry off its hinges."—Don Quixote, Book II., Chap. 10.

21. "But I believe it was you who had boyish passion for her."—David Copperfield, Chap. 32.

22. "Daily injustice is done, and might is the right of the strongest."—Evangeline : Longfellow.

23. "The fields seem fields of dream, where Memory
Wanders like gleaning Ruth."—An Indian Summer Reverie : Lowell.

24. "Each man is his own goal,
And the whole earth must stop to pay his toll."—The Pioneer : Lowell.

25. "And thereupon the priest, her friend and father-confessor,
Said with a smile—'O daughter, thy God thus speaketh within thee.'"
—Evangeline : Longfellow.

26. "How he economizes his physical powers, resting a moment at each gain he cuts!"—One Niche the Highest : Elihu Burritt.

27. "The murmuring pines and hemlocks stand like druids of eld."—Evangeline : Longfellow.

28. "His inattention to the little forms of society, and an awkward and embarrassed manner on first acquaintance were much against him."—Mountjoy : Irving.

XXXIV.

Classes of Clauses.

1. **As to rank**, there are two kinds of clauses, *independent* and *dependent*.

2. **An independent clause** is one which does not have the construction of a noun, an adjective, or an adverb.

3. **A dependent clause** is one which has the construction of a noun, an adjective, or an adverb.

4. There are three classes of dependent clauses, *noun*, *adjective*, and *adverbial*.

5. **A noun clause** is one which has the construction of a noun.

6. **An adjective clause** is one which has the construction of an adjective.

7. **An adverbial clause** is one which has the construction of an adverb.

8. **As to meaning**, adverbial clauses are classified as *place*, *time*, *degree*, *manner*, *cause*, *purpose*, *reason*, *condition*, and *concession*.

Constructions of the Noun Clause.

9. Subject.

"*That you have wronged me* DOTH APPEAR in this."—Julius Cæsar, IV., 3.

"*Whosoever will* MAY COME."—Whosoever Will : P. P. Bliss.

10. In predicate with a finite verb.

"The greatest difficulty," he said, '*was that the Moors do not allow a renegade to have any but large vessels fitted for piratical uses.*'"—Don Quixote, Chap. 40.

"The special distinction of the men WAS *that they were chosen by the Lord, each for a divine purpose.*"—Ben-Hur, Book II., Chap. 5.

11. Object of a finite verb.

"He SAID within himself, '*It was a dream.*'"—The Sicilian's Tale : Longfellow.

"He WILL NOT FORGET *that the cunning of our hands was bound by the prohibition.*"—Ben-Hur, Book II., Chap. 5.

12. Object of a participle.

"What is the use of my SAYING *what some of these opinions are ?*"—Autocrat of the Breakfast-table, Chap. 2.

13. Object of a preposition.

"He led the way *TO where the rivulets of sweet water ran.*"—Enoch Arden : Tennyson.

14. In apposition.

"We hold these TRUTHS to be self-evident:—*That all men are created equal.*"—Declaration of Independence.

"It remains to be said now *that Ben-Hur was in agreement with the mass of men of his time, not Romans.*"—Ben-Hur, Book III., Chap. 15.

Constructions of the Adjective Clause.

15. Modifying a noun.

"We build the LADDER *by which we rise.*"—Gradatim : Holland.

"Our bachelor UNCLE, *who lives with us,* is quite a genial man."—The Fish I Didn't Catch : Whittier.

16. Modifying a pronoun.

"Blessed are THEY *that dwell in thy house.*"—Psalms, 84 : 4.

"HE *that putteth his trust in the Lord* shall be made fat."—Proverbs, 28 : 25.

The Adverbial Clause, as to Meaning.

17. Place.

"Go *where glory waits thee.*"—Moore's Irish Melodies.

"Take this rose," he sighed, "and throw it
Where there's none that loveth me."—The Rose : Lowell.

18. Time.

"*When he entered the house,* the conquest of his heart was complete."—The Legend of Sleepy Hollow : Irving.

19. Degree.

"He called so loud *that all the hollow deep of hell resounded.*"—Paradise Lost, Book I., Line 314.

"Father is so much kinder *than he used to be.*"—A Christmas Carol : Charles Dickens.

20. Manner.

"*As the husband is,* the wife is."—Locksley Hall : Tennyson.

"Come *as the waves come.*"—The Summons : Scott.

21. Cause, Reason, or Purpose.

"I am more at ease in Sir Roger's family, *because it consists of sober and staid persons.*"—Sir Roger de Coverly : Addison.

"And bring to me my richest mail,
*For tomorrow I go over land and sea
In search of the holy grail.*"—Vision of Sir Launfal : Lowell.

22. Condition.

"*Except a man be born again,* he can not see the kingdom of God."—St. John, 3 : 3.

"*If you wish to be loved,* love measure."—Essay on Manner : Emerson.

23. **Concession.**—The concession clause assigns a cause in spite of which what is said in the independent clause takes place.

"*Though he slay me*, yet will I trust in him."—Job, 13: 15.

"These days were ages to him, *notwithstanding that he was basking in the smiles of the pretty Mary*."—W. Irving.

Constructions of the Adverbial Clause.

24. **Modifying a finite verb.**

"The gay WILL LAUGH *when thou art gone*."—Thanatopsis: Bryant.

"*If thou wilt make an altar of stone*, thou SHALT NOT BUILD of hewn stone."—Exodus, 20: 25.

25. **Modifying an adjective.**

"It becometh SWEETER *than it should be*, and loseth the kind taste."—Holland.

"A plowman on his legs is higher *than a gentleman* on his knees [is]."—Industry and Frugality Lead to Wealth: Dr. Franklin.

26. **Observation.**—The verb is often omitted after *than*.

27. **Modifying an adverb.**

"He called so loud *that all the hollow deep of hell resounded*."—Paradise Lost, Book I., Line 314.

"Sloth, like rust, consumes FASTER *than labor wears*."—Honesty and Frugality Lead to Wealth: Dr. Franklin.

28. Bring in sentences illustrating the constructions of the noun clause, the adjective clause, and the adverbial clause, given in this lesson; also, the classes of the adverbial clause, as to meaning.

XXXV.

Relations of the Clauses of Compound Sentences.

1. **In the same line of thought.**

"Diligence is the mother of good luck, and God gives all things to industry."—Honesty and Frugality Lead to Wealth: Dr. Franklin.

"I was a child, and she was a child."—Annabel Lee: Poe.

2. **In contrast.**

"He may conquer the body, but the soul of a patriot he can never subdue."—Scottish Chiefs, Chap. 46.

"Man is unjust, but God is just."—Evangeline: Longfellow.

3. **In alternation.**

"May I entertain any hopes, or must I die with despair?"—Aladdin, Arabian Nights.

4. **Of inference or consequence.**

"He blushes; therefore he is guilty."—Spectator.

"Wisdom is the principal thing; therefore get wisdom."—Proverbs, 4: 7.

5. Bring in compound sentences containing independent clauses of the relations illustrated in this lesson.

6. Classify these sentences ; name the independent and dependent clauses ; and give the relation or construction of each : classify the adverbial clauses as to meaning ; name the connectives, either expressed, or omitted ; and give the part of speech of each connective :

1. "I am thankful that my Teresa behaved like herself."—Don Quixote, Part II., Chap. 57.

2. "Then he had turned away, and said : 'I will not awake him.'"—Courtship of Miles Standish : Longfellow.

3. "Behold, the fear of the Lord, that is wisdom ; and to depart from evil is understanding."—Job, 28 : 28.

4. "Let us then be what we are and speak what we think."—The Courtship of Miles Standish : Longfellow.

5. "Love not sleep, lest thou come to poverty."—Prov., 20 : 13.

6. "We carved not a line and raised not a stone,
But we left him alone in his glory."—Burial of Sir John Moore : Wolfe.

7. "I will not say that I am six years wiser than I was, or better."—The Battle of Life : Charles Dickens.

8. "Blest be that abode where want and pain repair,
And every stranger finds a ready chair."—The Traveler : Goldsmith.

9. "My hour is almost come when I to sulphurous and tormenting flames must render up myself."—Hamlet.

10. "We live in what may be called the early age of this great continent."—Bunker Hill Monument Orations : Webster.

11. "I have married me a wife, and therefore I can not come."—Luke, 14 : 20.

12. "Then plow deep while sluggards sleep,
And you shall have corn to sell and keep."—Honesty and Frugality Lead to Wealth : Dr. Franklin.

13. "And what is so rare as a day in June?"—The Vision of Sir Launfal : Lowell.

14. "Behold, we have forsaken all and followed thee, what shall we have therefore?"—Matthew, 19 : 27.

15. "I could wish you would take this also into consideration, that what we say is really for your own good."—The Baptism of Fire : Longfellow.

16. "The sluggard shall not plow by reason of the cold ; therefore shall he beg in harvest, and have nothing."—Proverbs, 20 : 4.

17. "The more stairs Mr. Pickwick went down, the more stairs there seemed to be to descend."—The Pickwick Papers, Chap. 22.

18. "But after I am risen again, I will go before you into Galilee."—Matthew, 26 : 32.

19. "No man is born into the world whose work is not born with him."—A Glance Behind the Curtain : Lowell.

20. "The rich earl was to have been carried to Dunbarton."—Scottish Chiefs, Chap. 9.

21. "No man can be treated frankly unless he himself be frank."—Reproduction in Kind : Holland.

22. "It will be a very nice portrait, too, though I say it who am the painter."—Nicholas Nickleby, Chap. 10.

23. "Things are not what they seem."—Psalm of Life : Longfellow.

24. "We know our own callings, and they are what I consider natural."—The Pathfinder : Cooper.

25. "She said unto her mother, 'What shall I ask?' "—St. Mark, 6 : 24.

26. "What would you have me to do?"—Pilgrim's Progress, Part I.

27. "All we know, or dream, or fear of agony are thine."—Marco Bozzaris : Fitz Greene Halleck.

28. "He was the first man of the time in which he grew."—The Birthday of Washington : Rufus Choate.

29. "The tracery of care and of sickness is upon his haggard features, but I see in them, and in the soul which they represent to me, the majesty of manliness."—Animal Content : Holland.

30. "As he looked, it became splendor."—Ben-Hur, Book I., Chap. 2.

31. "In my Father's house are many mansions : if it were not so, I would have told you."—St. John, 14 : 2.

32. "He may divest himself of it ; he may creep into a corner."—Beauty : Emerson.

33. "That is the best joke I ever did hear."—John Halifax, Chap. 19.

34. "And thereupon the priest, her friend and father-confessor,
Said with a smile—'O daughter, thy God thus speaketh within thee.' "
—Evangeline : Longfellow.

35. "So the multitude comes, even those we behold,
To repeat every tale that has often been told."—Oh ! Why Should the
Spirit of Mortal be Proud? Knox.

36. "Strongly built were the houses, with frames of oak and of hemlock,
Such as the peasants of Normandy built in the reign of the Henries."—
Evangeline : Longfellow.

7. **Observation.**—*When* and *where*, equaling *in which* ; *why*, equaling *for which* ; and *whereby*, equaling *by which*, may introduce adjective clauses.

OUTLINE.

1¹ Fundamental terms.

1² An idea.

2² A word.

3² A thought.

4² A sentence.

2¹ Definition.

3¹ The parts of speech.

1² The noun.

1³ Definition.

2³ Classes.

1⁴ Common.

1⁵ Definition.

2⁵ Classes.

1⁶ Collective.

2⁶ Abstract.

3⁶ Verbal.

2⁴ Proper.

3³ Properties.

1⁴ Person.

1⁵ Definition.

2⁵ Classes.

1⁶ First person.

- 2⁶ Second person.
- 3⁶ Third person.
- 2⁴ Number.
 - 1⁵ Definition.
 - 2⁵ Classes.
 - 1⁶ Singular.
 - 2⁶ Plural.
 - 1⁷ Definition.
 - 2⁷ Rules for forming plurals.
 - 3⁵ Exercises.
 - 1⁶ Exceptions to rules.
 - 2⁶ Irregular plurals.
 - 3⁶ Double plural forms.
 - 4⁶ Nouns alike in both numbers.
 - 5⁶ Nouns that have no plural.
 - 6⁶ Nouns that have no singular.
 - 7⁶ Compound nouns.
 - 8⁶ Complex nouns.
 - 9⁶ Foreign nouns.
 - 1⁷ *A* becomes *ae*, sometimes *ata*.
 - 2⁷ *Is* becomes *es*, sometimes *ides*.
 - 3⁷ *Us* becomes *i*.
 - 4⁷ *Um* and *on* become *a*.
 - 5⁷ *Ex* and *ix* become *ices*.
 - 6⁷ *O* becomes *i*.
- 3⁴ Gender.
 - 1⁵ Definition.
 - 2⁵ Classes.
 - 1⁶ Masculine.
 - 2⁶ Feminine.
 - 3⁵ Exercises.
 - 1⁶ Feminine formed by a suffix.
 - 2⁶ Feminine expressed by different word.
 - 3⁶ Feminine formed by gender-prefix.
- 4⁴ Case.

1⁵ Definition.

2⁵ Classes.

1⁶ Nominative.

1⁷ Definition.

2⁷ Constructions.

1⁸ Subject of a finite verb.

2⁸ In apposition with the subject of a finite verb.

3⁸ In predicate with a finite verb.

4⁸ In predicate with an infinitive.

5⁸ In predicate with a participle.

6⁸ By address.

7⁸ By exclamation.

8⁸ By inscription.

9⁸ By pleonasm.

10⁸ Independent with a participle.

2⁶ Possessive.

1⁷ Definition.

2⁷ Steps for forming.

3⁷ Constructions.

1⁸ Limiting a noun.

2⁸ In apposition.

3⁶ Objective.

1⁷ Definition.

2⁷ Constructions.

1⁸ Object of a finite verb.

2⁸ In apposition with the object of a finite verb.

3⁸ Object of an infinitive.

4⁸ Object of a participle.

5⁸ Object of a preposition.

6⁸ Subject of an infinitive.

7⁸ In predicate with a finite verb.

8⁸ In predicate with an infinitive.

9⁸ Adverbial objective modifying a verb.

- 1⁹ Measure or direction.
- 2⁹ The dative.
 - 10⁸ Adverbial objective modifying an adjective.
 - 11⁸ Adverbial objective modifying an adverb.
 - 12⁸ In apposition with an adverbial objective modifying an adverb.
- 2² The pronoun.
 - 1³ Definition.
 - 2³ Classes.
 - 1⁴ The personal.
 - 1⁵ Definition.
 - 2⁵ Classes.
 - 1⁶ Simple.
 - 2⁶ Compound.
 - 1⁷ Formation.
 - 2⁷ Use as to case.
 - 3⁵ Properties.
 - 4⁵ Constructions.
 - 1⁶ Nominative case.
 - 1⁷ Subject of a finite verb.
 - 2⁷ In apposition with the subject of the finite verb.
 - 3⁷ In predicate with a finite verb.
 - 4⁷ In predicate with an infinitive.
 - 5⁷ In predicate with a participle.
 - 6⁷ Independent with a participle.
 - 2⁶ Possessive.
 - 1⁷ Limiting a noun.
 - 2⁷ Limiting a participle.
 - 3⁶ Objective case.
 - 1⁷ Object of a finite verb.
 - 2⁷ Object of an infinitive.
 - 3⁷ Object of a participle.
 - 4⁷ Object of a preposition.
 - 5⁷ Subject of an infinitive.

- 6⁷ In predicate with an infinitive.
- 7⁷ The dative.
- 2⁴ The relative.
 - 1⁵ Definition.
 - 2⁵ Classes.
 - 1⁶ Simple.
 - 2⁶ Compound.
 - 1⁷ Definition.
 - 2⁷ Formation.
 - 3⁵ Property.
 - 4⁵ Construction.
 - 1⁶ Nominative case.
 - 1⁷ Subject of a finite verb.
 - 2⁷ In predicate with a finite verb.
 - 3⁷ In predicate with an infinitive.
 - 4⁷ In predicate with a participle.
 - 2⁶ Possessive case.
 - 1⁷ Limiting a noun.
 - 2⁷ Limiting a participle.
 - 3⁶ Objective case.
 - 1⁷ Object of a finite verb.
 - 2⁷ Object of an infinitive.
 - 3⁷ Object of a participle.
 - 4⁷ Object of a preposition.
 - 5⁷ Subject of an infinitive.
 - 6⁷ In predicate with an infinitive.
- 3⁴ The interrogative.
 - 1⁵ Definition.
 - 2⁵ Property.
 - 3⁵ Construction.
 - 1⁶ Nominative case.
 - 1⁷ Subject of a finite verb.
 - 2⁷ In predicate with a finite verb.
 - 3⁷ In predicate with an infinitive.
 - 4⁷ In predicate with a participle.

- 2⁶ Possessive case.
 - 1⁷ Limiting a noun.
 - 2⁷ Limiting a participle.
- 3⁶ Objective case.
 - 1⁷ Object of a finite verb.
 - 2⁷ Object of an infinitive.
 - 3⁷ Object of a participle.
 - 4⁷ Object of a preposition.
 - 5⁷ Subject of an infinitive.
 - 6⁷ In predicate with an infinitive.
- 3² The adjective.
 - 1³ Definition.
 - 2³ Classes.
 - 1⁴ Descriptive.
 - 1⁵ Definition.
 - 2⁵ Classes.
 - 1⁶ Common.
 - 2⁶ Proper.
 - 2⁴ Definitive.
 - 1⁵ Definition.
 - 2⁵ Classes.
 - 1⁶ The article.
 - 1⁷ The definite article.
 - 2⁷ The indefinite article.
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 - 1⁷ Cardinal.
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- 1⁷ Definition.
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 - 2⁹ Constructions.
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 - 1¹¹ Subject of a finite verb.
 - 2¹¹ In predicate with a finite verb.
 - 3¹¹ Object of a finite verb.
 - 4¹¹ Object of an infinitive.
 - 5¹¹ Object of a participle.
 - 6¹¹ Object of a preposition.
 - 7¹¹ Used independently.
 - 8¹¹ In apposition.
 - 2¹⁰ Of an adjective.
 - 3¹⁰ Of an adverb.
 - 1¹¹ Modifying a finite verb.
 - 2¹¹ Modifying an infinitive.
 - 3¹¹ Modifying a participle.
 - 4¹¹ Modifying an adjective.
 - 5¹¹ Modifying an adverb.

2⁸ Participle.1⁹ Definition.2⁹ Constructions.1¹⁰ Of a noun.1¹¹ Subject of a finite verb.2¹¹ In predicate with a finite verb.3¹¹ Object of a finite verb.4¹¹ Object of an infinitive.5¹¹ Object of a participle.6¹¹ Object of a preposition.7¹¹ Adverbial objective.8¹¹ Used independently.2¹⁰ Of an adjective.1¹¹ Modifying a noun.2¹¹ Modifying a pronoun.1⁴ Tense.1⁵ Definition.2⁵ Classes.1⁶ Present.1⁷ Definition.2⁷ Signs in respective modes.1⁸ In the indicative.1⁹ Simple style.2⁹ Solemn style.3⁹ Emphatic style.4⁹ Progressive style.5⁹ Passive voice.2⁸ In the potential.3⁸ In the subjunctive.1⁹ The indication of time.2⁹ Accompanying tenses.3⁹ Form of the verb.4⁸ Imperative.5⁸ Infinitive.6⁸ Participial.

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 - 1⁹ Simple style.
 - 2⁹ Solemn style.
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 - 4⁹ Progressive style.
 - 5⁹ Passive voice.
 - 2⁸ In the potential.
 - 3⁸ In the subjunctive.
 - 1⁹ The indication of time.
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 - 3⁹ The form of the verb.
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2⁸ Of time.

3⁸ Of degree.

4⁸ Of manner.

5⁸ Of cause.

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1⁸ Subject of a finite verb.

2⁸ In predicate with a verb.

3⁸ Object of a finite verb.

4⁸ Object of a preposition

5⁸ In apposition.

2⁷ Of an adjective.

1⁸ Limiting a noun.

2⁸ Limiting a pronoun.

3⁷ Of an adverb.

1⁸ Modifying a verb.

2⁸ Modifying an adjective.

3⁸ Modifying an adverb.

4⁸ The dative.

3⁴ Compound.

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